

Министерство образования Республики Беларусь

**Учреждение образования
«Гомельский государственный университет
Имени Франциска Скорины»**

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АНГЛИЙСКИЙ ЯЗЫК

**ПРАКТИЧЕСКОЕ ПОСОБИЕ для студентов
специальности 1-23 01 04 «Психология»**

**Гомель
УО «ГГУ им. Ф. Скорины»
2010**

УДК
ББК

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Рецензент:

кафедра английского языка учреждения образования «Гомельский государственный университет имени Франциска Скорины»

Рекомендовано к изданию научно-методическим советом учреждения образования «Гомельский государственный университет имени Франциска Скорины»

Казимирский, Г.Л.

К Практика устной и письменной речи английского языка :
практ. пособ. для студентов 1 курса спец. 1-23 01 04
«Геоэкология» / Казимирский Г.Л., Протопопова Т.В; М-во
образ. РБ, Гомельский государственный университет им.Ф.
Скорины. – Гомель: УО «ГГУ им.Ф.Скорины», 2010 – 135с.

Практическое пособие ставит своей целью оказание помощи студентам в овладении специальной лексикой и навыками перевода текстов по специальности. Разноплановые тексты и задания помогут овладеть навыками не только письменной, но и устной речи. Адресовано студентам 1 курса специальности 1- 23 01 04 «Психология».

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ВВЕДЕНИЕ

Целью подготовки практического пособия является оказание помощи студентам в овладении навыками и умениями чтения текстов по специальности.

Данное практическое пособие содержит тексты для чтения и тексты для пересказа. Весь текстовый материал подобран из оригинальных периодических изданий с учетом возрастных особенностей и интересов студентов.

Первый раздел пособия включает в себя тексты по специальности, а также послетекстовые лексические упражнения к ним. Тексты содержат новый материал и предназначены для изучающего чтения. В задачу упражнений входит постановка правильного чтения, изучение и усвоение новой лексики. На базе текстов формируются навыки и умения ознакомительного просмотрового и поискового видов чтения.

Второй раздел содержит тексты о знаменитых людях. Третий раздел посвящен небольшим рассказам с психологическим уклоном. В четвертом разделе содержатся тексты по страноведению. Пятый раздел включает устные темы для экзаменов. Шестой раздел посвящен текстам повышенной сложности. Данные тексты помогут развивать умения чтения текста не только по словам, а по синтагмам: поиск главной и необходимой информации в тексте; анализ важных деталей; просмотр текста целиком для осмысления основного содержания прочитанного; а также реферирования текста. На формирование этих умений направлена система послетекстовых упражнений. Также одной из целей работы с текстами является обучение навыкам и умениям пересказа.

Развитию вышеперечисленных умений и навыков будет способствовать текстовый материал второго раздела с тестовой проверкой понимания. Практическое пособие может быть использовано как для самостоятельной работы, так и при подготовке к занятиям по английскому языку.

Unit 1 Psychological texts

Adolescence

My childhood was, on the whole, happy and straightforward, and I felt affection for most of the grown-ups with whom I was brought in contact. I remember a very definite change when I reached what in modern child psychology is called “the latency period”. At this stage I began to enjoy using slang, pretending to have no feelings, and being generally “manly”. I began to despise my people, chiefly because of their extreme horror of slang and their absurd notion that it was dangerous to climb trees. So many things were forbidden me that I acquired the habit of deceit, in which I persisted up to the age of twenty one.

It became second nature to me to think that whatever I was doing had better be kept to myself, and I never quite overcome the impulse to concealment which was thus generated. I still have an impulse to hide what I am reading when anybody comes into the room, and to hold my tongue as to where I have been and what I have done. It is only by a certain effort of will that I can overcome the impulse of concealment which was thus generated by the years during which I had to find my way among a set of foolish prohibitions.

The years of adolescence were to me very lonely and very unhappy. Both in the life of the emotions and in the life of intellect, I was obliged to preserve an impenetrable secrecy towards my people.

Exercises:

Ex.1 Give the phonetic reading of the first passage

Ex.2 Find twenty words that reflect the contents of the text

Ex.3 Put six types of questions to the text.

Ex.4 Translate the last passage without consulting the dictionary

Ex.5 Give short summary of the text

Ex.6 Retell the text

The battle of the sexes

Women In Society

Women are a 'mistake'. They are silly and superficial, with no depth or intelligence. They are only interested in trivial things, not 'serious matters'. They are full of empty, meaningless chatter. Their main purpose in life is to look decorative and appealing to men. They are home-makers, men are wage-earners. They are the property of their husbands.

Less than 100 years ago, this was the kind of prejudice that forward-thinking women were still up against.

As children, middle-class women would learn, to cook, sew, keep house and perhaps to sing and play a musical instrument. They had to attract a good husband, of course. He would ask the woman's father for permission to marry her and she would be handed over from one man to another, like a parcel. There were few 'respectable' jobs that women could do. They could look after other people's children or teach. Singing and acting were considered immoral.

In Britain, the First World War (1914-18) marked a great change for women. For the first time, they were needed in offices and factories to fill the places of men at war. They proved they were just as good as, if not better than, men, even at hard manual labour. But when the war was over, women went back to their homes. Childcare and housework were still their responsibility. The same thing happened during the Second World War.

"Women's Lib" grew in the 1960s and, as women struggled for equality with men, the worlds 'feminism' and 'sexism' became part of the language. Women finally began to be accepted into traditionally male areas.

Now, women are theoretically liberated. They can vote and find work but they still have little social, political or economic power. Few top jobs are held by women. In some jobs, they still receive less pay than men for the same work and on the whole, the upbringing of children is still the mother's responsibility rather than the father's.

But things are changing. What will things be like in the twenty-first century?

Some people argue that men and women are going to become more and more equal. More and more images have begun to appear in the media of men taking care of the children and doing the housework. They say this reflects what is happening in society and they feel that this trend will continue.

Others take the view that things are not going to change that much. For example, the booming women's magazine industry still reinforces the ideas

that women's interests are the home, family, children, cooking, decoration, needlework, fashion, beauty – and of course, men. They also argue that many women will be happy to stay at home just like their mothers and grandmothers did in the past.

Glossary

be up against: be faced with (as a problem or opponent)

Women's Lib: Women's Liberation, a movement which encourages the equality of women with men

feminism: believe that women should have equal rights with men.

Exercises:

Ex.1 Answer the following questions

1 What was life like for middle-class women before the First World War?

2 Why did the World Wars each mark a great change for women?

3 How has the position of women changed in Britain since the First World War?

4 What do people say will happen in twenty-first century?

Ex.2 Find words in the article which mean:

1 unimportant or uninteresting

2 pretty and attractive

3 unreasonable dislike for a person or group of people

4 work done with your hands

5 be like that members of one sex are less intelligent, etc. than those of the other

6 increasing quickly in popularity

Teenagers and alcoholism

1 The nightmare for parents used to be that their children might be among the 20 per cent of teenagers who experimented with hash in the sixties. Now they have more justification for worrying if they suspect whisky as a free-time activity. Youngsters who used to meet in coffee bars and youth clubs now gather in licensed discos. Where they used to buy straight orange or Coke, now they spike it with vodka or rum.

2 Convictions for drunkenness among the under-18s more than doubled in the past ten years to nearly 5,500 a year – and that’s just the tip of the iceberg.

3 In a report for the Medical Council On Alcoholism, researcher Ann Hawker found that one in four boys and one in six girls in the 13 to 15 age group had been very drunk at least once in the past year; and more than 90 per cent of 13-year-olds had already tried alcohol.

4 The law is quite clear: it’s illegal for anyone under 18 to buy alcohol in a bar; for anyone else to buy them a drink in a bar; or for the owner of a bar to allow them to drink alcohol. But that doesn’t seem to bother teenagers. A *Which?* magazine survey reported last year that the law is being broken on a colossal scale by 15- to 17-year-olds. Nearly two-thirds of those who drank said that every pub in their area would serve them. About three-quarters said every supermarket in the area let them buy alcohol.

5 ‘Boys confuse drinking with manliness,’ explains Peter Rorstad, director of the North East Council on Alcoholism. ‘Normal drinking here is five to eight pints a night. Their dads do it, so it gets to be a sign of adulthood.’

6 One of the most frightening trends is that girls are catching up. Among problem drinkers there used to be five men to every woman. Now it’s only two men to one woman. The girls start drinking because the pubs are where they find the boys. Then they get to like alcohol for its own sake.

7 Head teachers are unwilling to talk of the problem, though the National Association of Head Teachers has asked them to share their experiences. ‘If we talk of it openly, it could spread like wildfire. Children love to be in on anything that is all the rage,’ the head of a London comprehensive [school] told me.

8 ‘We managed to get rid of the drug craze by hammering a home that drugs were criminal and dangerous. How can you convince a child that alcohol can be just as harmful when it’s such a normal part of society?’

9 Whatever children learn or don’t learn at school, it is at home that they first see people drinking. Says Dr Anthony Clare of the Institute of Psychiatry: ‘I don’t think teenagers are drinking more because they’re more worried, frustrated or depressed than they used to be, but because the adults around them are drinking more. If they see their parents reaching for a bottle in moments of stress, then when school exams come along, or they’re nervous before a first date, they’ll do the same.’

Exercises:

- 1 What is the most important information given in the first paragraph?
A Nowadays there is a drinking problem among young people.
B Parents keep worrying about their children taking drugs rather than about their drinking.
C The free-time activities of young people are not so harmless as they think.
D More and more parents realize that their children take to drinking.
- 2 Why does the writer add the information in paragraph two?
A To illustrate the seriousness of the drinking problem among the young.
B To make it clear why more and more youngsters take to drinking.
C To point out that more and more youngsters will be convicted for drunkenness in the future.
D To stress the fact that there is a criminal side to the drinking problem among the young.
- 3 Why is Ann Hawker's report mentioned in p. 3?
A It gives further information about teenagers' drinking.
B It has revealed that 5,500 teenagers a year are convicted for drunkenness.
C It shows that there is no cure for alcoholism.
D It shows that young people drink for the experience of getting drunk.
- 4 The last two sentences of p. 4 make it clear that ...
A 15- to 17-year-olds spend most of their money on alcohol.
B many barmen and shopkeepers act against the law.
C nearly two thirds of 15- and 17-year-olds drink alcohol.
D teenagers now drink more that they used to.
- 5 Why do boys drink, according to Peter Rorstad (p. 5)?
A It makes them look older in the eyes of grown-ups.
B It shows they are not afraid of their fathers.
C They think it makes them look grown-up.
D They want to prove that alcohol has little effect on them.
- 6 Why do most girls start drinking in Britain?
A To attract the attention of boys.
B To feel more important.

- C To cope with stress.
- D To experience a new feeling.

7 What is frightening to Peter Rorstad?

- A That boys are making girls drink more than is good for them.
- B That boys drink more when there are girls around.
- C That girls have started drinking on a much larger scale.
- D That men have far greater drinking problems than women.

8 Why, according to the head teacher of a London comprehensive, are head teachers unwilling to talk of the problem? (p. 7)

- A They don't think they can help their pupils to overcome the problem.
- B They fear that it will only encourage the young to drink.
- C They fear that they will be blamed for the problem.
- D They think it will make them lose the confidence of their pupils.

9 In what respect is alcoholism different from drug taking?

- A Alcoholism is less harmful to society than drug taking.
- B Alcoholism is not a problem among young people, but among people of all ages.
- C Drinking is socially accepted, whereas drug taking is not.
- D Drug taking leads more often to criminal behaviour.

10 What does Dr Clare say in p. 9 about young people?

- A They drink especially in moments of stress.
- B They drink following their parents' example.
- C They get the drink mainly from their parents.
- D They have, in fact, less reason for drinking than they used to.

Kids and the police

1 Many young people think police pick on them, stop them, ask them to move on just because they are young. Some describe the police as bullies, pigs or bastards. And there is a growing hostility based on suspicion and fear.

2 Suspicion – because young people believe the law can do what it likes. 'Nobody is going to believe your word against a copper's [policeman's],' said 16-year-old Steve, a punk from Manchester. Fear – because they don't know their rights, don't know what the police can do to

them. And because they have heard horror stories, though maybe dramatized, from their mates.

3 Conflicts that arise when teenagers are stopped by the police are examined in tonight's BBC-2 programme *Fair Cop?* – the first in the *Sixteen Up* series, repeated on BBC-1 on Sundays. Patrick Titley, the director of the programme, comments, 'I don't think the police realize how frightened teenagers feel when a copper stops them. The majority of the youngsters we met weren't anti-police. But they do think the police pick on them because of the way they dress.'

4 During the programme, Paul Boeteng, a lawyer, answers questions teenagers put to him on their legal rights. Paul advises, 'It pays to be polite. The only way the police can function in society is if young people are aware of the fact that the police have a job to do.'

5 The young often feel they are an easy target for the police. If an officer is bored or cold, then what is easier, the young think, than nicking a youth on the streets? As one teenager said, 'Walking the streets is hard wear on his feet, so he nicks you and it's one up, see.' Many claim that they don't know why they are taken to the police station.

6 And once there, very few youngsters know their rights, whether or not they can be stripped and searched or how long they can be held. According to the official rules, any young person under the age of 17 should only be interviewed in the presence of a parent or a guardian. But these rules are sometimes ignored.

7 Similarly, every person at any stage of an investigation should be able to talk privately to a solicitor, if that does not take too much time. But as Ric Phillips, a youth worker says, 'The truth is teenagers don't a solicitor's phone number on them. They may ask for legal advice and be told that the station sergeant who deals with that is out. The kid is locked up, cigarettes taken away, sometimes his belt and shoelaces removed. He's scared and starts talking. Anything to get out.'

8 Half the crime in Britain is committed by people under the age of 21. The peak age for offending is 15. In the last five years more and more crimes of violence have been committed, burglary has increased by two-thirds, vandalism has doubled. It is no wonder that the police are coming down hard on youth. But this crisis of confidence between the younger generation and the law must be a matter of great concern to each and everyone of us.

Exercises:

1 What does the first sentence tell us?

Many young people ...

A feel that the police have a special dislike of them.

B do not like being treated like children by the police.

C are treated badly by the police.

D are aggressive to policemen of their own age.

2 Steve's words (p. 2) illustrate the fact that ...

A policemen do not give young people a chance to talk.

B many young people do not trust the police at all.

C it is true that the law does what it likes.

D it is difficult to tell the police the truth.

3 Patrick Titley's comment (p. 3) shows his ...

A understanding of young people's behaviour towards the police.

B insight into why the police want to frighten young people.

C fear of growing hatred between the police and young people.

D disapproval of young people's behaviour towards the police.

4 What is Paul Boeteng's advice to teenagers (p. 4)?

A To stop thinking that society is run by the police.

B To stop bothering the police in their work.

C To help the police whenever possible to make their job easier.

D To accept that police work is necessary.

5 What kind of idea do young people have of the police, according to paragraph five?

A The police often pick up young people for no good reason at all.

B The police cannot stand young people who seem to have nothing to do.

C The police blame the young for the fact that their job has become so difficult.

D The police are often so tired that they neglect their duties.

6 The last sentence in p. 6 says that 'these rules are sometimes ignored'.
By whom?

A Young people.

B Policemen.

C Parents or guardians.

D Journalists.

7 What does Ric Phillips want to point out (p. 7)?

A The policeman who should give legal advice to teenagers is never there.

B The police do not always give teenagers a fair treatment.

C Policemen try to keep young people under arrest as long as possible.

D At the police station teenagers try anything to break out of their cells.

8 What does the author make clear in paragraph eight?

A The police have not done enough to stop the enormous increase in crime.

B Most of the crimes in Britain are committed by 15-year-olds.

C It is understandable why the police deal severely with young people.

D Half of Britain's younger population commits some crime or other.

9 At the end of the article the writer expresses her opinion that ...

A young people should be aware of difficulty of a policeman's job.

B the younger generation should have more understanding of important laws.

C the police should make it clear why they are so hard on young people.

D the lack of trust between the police and the young deserves serious attention.

How to be the centre of the universe

I have little doubt that Galileo deserved his fate. Copernicus, Kepler and Tycho Brahe were only slightly better. It is very silly to say that the earth is not the centre of the Universe. It is. And you are – as you always thought – the centre of the earth, consequently of the Universe. The earth is many thousand million years old; man seems to be a million years of age and it was six hundred thousand years before he learnt how to speak. About six hundred thousand years elapsed between man's appearance on the earth and the end of the Stone Age. No matter – you are quite right in believing that you are the centre of the Universe.

I know that modern science takes another view but even modern science may be wrong. For instance, physics teaches you that the nearer you go to a seemingly small object, the larger it looks. Quite the reverse is the truth in the case of great men. The nearer you go to them, the smaller they seem. Philosophers went on arguing from the ancient Greeks through

Descartes to Berkeley, whether we do or do not exist and whether material exists at all. I take no side in this learned argument although I have always paid my income tax on the assumption that the income tax collector and my income existed. It is quite possible, however, that the world does not exist after all, in the objective sense, it exists however in the subjective sense. Your world exists and there can be no doubt that world comes to an end.

Being the centre of the world, you had better make others realize this fact. Sometimes this is not easy, because people often believe that they are the centre of the world which – as I have just proved – is quite wrong.

If you are a baby, your position is very good. You are the strongest person in your family. You have all the rights and no obligations. If they do not like washing nappies – well, they jolly well have to. You just howl as loud as you can and they – silly people – lab - our under the misconception that if they pay no attention to you, you will be quiet and go to sleep. Do not give in. Just carry on and they will pay you all the attention you want. I know. I am not only a father but used to be a baby myself. It depends on you, and on you alone, when they can eat, when they can go out and whether they can sleep at all. They love you and curse you; they swear at you and try to bribe you. But in the end then will obey you because you are the only absolute dictator in this world and your power starts fading only as you grow up.

When you grow up, you still like ordering others about just for the fun of it. Your position has become much weaker but do not give up. You may first of all try the direct approach – ordering people about and telling them what to do. They may obey; but they may not, and in that case the indirect approach is better.

Try nervous breakdowns. If your husband does not want to go to the theatre when you do – just have a nervous breakdown. Any doctor and most of your lady – friends will teach you how to have one. It is quite easy and worth the trouble. About three nervous breakdowns a year will bring any more or less decent husband to his knees. Between attacks, fear of a nervous breakdown will operate satisfactorily.

Your husband will possibly be not unmoved by the prospect of ruining your health and bringing you to an early grave by staying at home working, instead of taking you out to restaurants, by not increasing your dress allowance far beyond his capacity and by sundry other brutalities. If he is, it is too bad. In that case, try the martyr - attitude.

Suffer. Suffer conspicuously, loudly and with the uttermost propaganda. Does he want to stay in again and work till 4 a.m.? Oh, well.

Of course, he must think of himself. You are not the type to complain. You may cry in secret, when only four or five people see you, but you do not complain.

Well, that's about all for to – day. I'll give you more advice some other time.

Exercises:

Ex.1 Give the phonetic reading of the first passage

Ex.2 Find twenty words that reflect the contents of the text

Ex.3 Put six types of questions to the text.

Ex.4 Translate the last passage without consulting the dictionary

Ex.5 Give short summery of the text

Ex.6 Retell the text

On marriage

Marriage is different from love. It is a good institution but I must add that a lot depends on the person you are married to.

There is no such thing as a good wife or a good husband – there is only a good wife to Mr. A. or a good husband to Mrs. B. If a credulous and gullible woman marries a pathological liar, they may live together happily to the end of their days – one telling lies, the other believing them. A man who cannot live without constant admiration should marry a “God, you are wonderful” type of women. If he is unable to make up his mind, he is right in wedding a dictator. One dictator may prosper in a marriage: two are too many.

The way to matrimonial happiness is barred to on one. It is all a matter of choice. One should not look for perfection; one should look for the complementary half of a very imperfect other half.

If someone buys a refrigerator, it never occurs to him that it is a bad refrigerator because he cannot play gramophone records on it; nor does he blame his hat for not being suitable for use as a flower – vase. But many people who are very fond of their stomach marry their cook or a cook – and then blame her for being less radiantly intelligent and witty than

George Sand. Or a man may be anxious to show off his wife's beauty and elegance, marry a mannequin and be surprised to discovering six months later that she has no balanced views on the international situation. Another marries a girl only and exclusively because she is seventeen and is much surprised fifteen years later to find that she is not seventeen any more. Or again if you marry a female book – worm who knows all about the gold standard, Praxiteles and Kepler's laws of planetary motions, you must not blame her for being somewhat less beautiful and temperamental than Marilyn Monroe. And if ladies marry a title or a bank account, they must not blame their husbands for not being romantic heroes of the Errol Flynn type.

You should know what you are buying. And as long as you do not play records on your refrigerator and do not put bunches of chrysanthemums into your hat, you have a reasonable chance of so – called happiness.

Exercises:

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What is friendship?

It is a relationship combining trust, support, communication, loyalty, understanding, empathy, and intimacy. Being able to trust and relax with your friend is a big part of friendship. Remember when you were young and went with a friend to her grandma's for the week-end. It was fun but when you got home, home was wonderful. Your feeling was "I'm home. I can relax now." That's what a friendship should be.

You go out into the world and do your best. You have your problems and triumphs, your fun and tribulations. Then you come "home" to a

friend. You can relax, put up your feet; you are relieved. Friendship is a comfortable situation like home. You get home, kick off your shoes, relax and sigh, "Ahh, home." But no one can form a friendship until he/she realizes that the basis of being friends is meeting the needs of the other person. One must be a friend to have one.

Never forget that friends relate. Relating is the basis of friendship. Best friends require one-on-one contact to survive. Telephone calls and getting together are musts for best friends to continue. In fact, probably the quickest way to end a friendship is to neglect it and sever contact. Yet it is hard to make time in a busy day and busy life to maintain our friends. But you don't have to have hours to spare to maintain a friendship.

Instead try the following to keep from neglecting your friends:

- Send frequent email.
- Call once a week. Telephone calls do not take long.
- Keep in touch through brief messages left on answering machines.
- Send an occasional card. Funny and/or appropriate cards take minutes to choose and address.
- Exercise together. We all have to exercise. It is more fun with a friend, plus, there is no better place for talking than a walk in the park.
- Clean house together. This is another must do and two makes cleaning fun instead of boring.
- Go to lunch at least once a month. More often would be better.

When paths begin to separate (you are married; or you have a baby; she is still childless) at forks in the road of life, that is the most important time of all to stay in touch with friends. When there is conflict, it must be resolved for friendship to continue. Confrontation is one way to resolve conflict. Talking it out is another. Yet, friendships end and friends part company everyday. Unfortunately, even the best maintained friendships can end. Many end because of a change in personality or lifestyle when friends just drift apart and fade away with time. There is a retreat from self-disclosure and seeking out each other's company. Avoidance begins. The friendship slowly loses importance and finally disappears.

Exercises:

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Problems of the Youth

Youth is a very important period in the life of man. This is the time when a person discovers the world and tries to determine the place in the universe. Young people face lots of problems which are very important for them and do not differ much from those that once their parents had to deal with. At the same time every generation is unique. It differs from the one that preceded it in its experience, ideals and a system of values. The adults always say that the young are not what they were. These words are repeated from generation to generation. To some extent they are true, because every new generation grows up quicker, enjoys more freedom. It is better educated and benefits from the results of the technological progress of the time.

Young people of today do not directly accept the standards of their parents who believe that they are right because they are older. The adults don't want their values to be questioned. The young on the other hand can not accept the values of their « fathers». All these differences generate a generation gap when the young and adult do not understand one another. As a rule adults, dissatisfied with their own lives, teach the young how to live. Unfortunately, the adults apply old standards to the new way of life. They can not leave behind their «good old days». This burden is very heavy. They think that the world is going down hill. They gloomily look ahead unable to understand the optimism of their children who want to pave their own way in life. The majority of the young people do not want to live in the past. They have their own ideals. They want to make their own mistakes rather than to listen to the warnings of the adults and repeat the mistakes of the older generation. They want to overcome their own difficulties without looking back. However, the life of the young is frequently determined by the adults. I think that parents will never understand their children. And children, in their turn, shock their parents with their dress, language, behavior. The existence of sub-culture which is specific for every generation is a form of protest of the young people

against the values of the adults. Thus, informal groups such as Hippies, Rockers, Bikers, Skinheads, Punks, Goths, Acid House appeared as a kind of protest against the values and lifestyles of the older people.

Traditionally, young people were looking at their elders for guidance. Today the situation is different. Sometimes the young people share information and experience with their parents. I think that it is not bad, especially when the adults really try to understand what is going on in the lives of their children. Moreover, young people grow up so quickly that they almost do not have time to enjoy their childhood.

Another problem that young people face today concerns their relationship with their friends. As far as friendship is concerned, I think that a person can and should have a lot of friends. He/she can be on good term with the classmates. But at the same time there can be only two or three real friends. I believe that real friends will never betray each other. They will always understand and help each other. I agree that tolerance is the pledge of friendship. It is wonderful if a school friend will remain your friend for the rest of your life. But in this case everything depends on the person.

The problem of love is very important for young people. Today they fall in love when they reach the age of Romeo and Juliet. Romanticism and idealism very often accompany the love of the young. They can love deeply and passionately, they believe that their love will last forever. Unfortunately, often their hearts are broken. Young people are not always ready to have stable relations. In many cases they are too young and inexperienced to begin a family life. They have to continue their education, while family obligations will force them to make money. At the same time without good education it is not easy to find a good job.

Communication has always been an important part of young people's lives. Today they can choose between traditional and new ways of communication. Traditionally the young meet after classes with their school friends, make parties, go to the movies or disco clubs to have fun, relax and acquire new friends. But if the young people do not like noisy clubs and other places of entertainment, they can find friends without leaving their homes-the Internet gives such an opportunity. Although this international World Wide Web is intended for getting knowledge, only few users employ it in this way. Other use different computer programmes to chat with their friends from all over the globe. They can sit for twenty four hours staring at the monitors. Such young people do not eat, sleep, work or learn properly. Their parents think that they are doing nothing, but this is not absolutely correct. The only thing many young people are interested

in is navigating through the net and checking their e-mail boxes. And it is a great problem of the present and future. In general all the problems of the young are linked with the present rather than with the past or future.

Exercises:

Ex.1 Give the phonetic reading of the first passage

Ex.2 Find twenty words that reflect the contents of the text

Ex.3 Put six types of questions to the text.

Ex.4 Translate the last passage without consulting the dictionary

Ex.5 Give short summary of the text

Ex.6 Retell the text

About arguments

Many people assert that good arguments and quarrels are the spice of life and particularly of happy married life. I must confess that I am rather bad at quarrels myself because in most cases, I just couldn't care less. In my early youth my sister often complained against me, because she found me unannoyable. My father too, noticed that I followed, as a rule, the general tactics of the British Foreign Office, i.e. whenever he told me off severely for one thing or another, I fully agreed with him in principle, apologized if I had to and went on doing things exactly as before. When he called me to account, reminding me that we had agreed on certain principles and asking why I had done the same thing again, I always had fairly convincing arguments ready to show that the same thing was not the same thing at all.

I have, however, studied the art of arguing and quarrelling and I may be able to offer some good advice.

1 Beware of facts. If you are having a heated debate as to whether Betty's birthday party was in the last week of December or in the first week of January; or as to whether the author of *Syrano de Bergerac* is Racine or Voltaire – do not consult diaries, encyclopedias or Betty herself. Any of these steps would be unfair because a) it would nip a very lively

argument in the bud, and b) it would deprive your opponent of all further reasonable reply.

2 Refer to authorities instead. “You can take it from me, young man ...”
“I have heard it personally from Wilfred Pickles or Aneurin Bevan ...”

3 Be personal and impute all sorts of motives to your opponent. If a man suggests that pawn brokers firms should be nationalized and you do not approve of this proposition, point out that he has been cited as a co-respondent in a divorce case so he had better remain silent. Or say that this is only a mean device to save his mother’s fortune. Never mind if a) he has no mother, b) she has no fortune and c) this is no way of saving anybody’s fortune in any case. A little mud always sticks. It is a general rule of life that should you touch mud with your gloves, it is never the mud that becomes glovey; it is always the glove that becomes muddy.

Exercises:

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Ex.4 Translate the last passage without consulting the dictionary

Ex.5 Give short summery of the text

Ex.6 Retell the text

Art therapy

Art therapy is based on the belief that the creative process involved in the making of art is healing and life-enhancing. Through creating art and talking about art and the process of art making with an art therapist, one can cope with symptoms, stress, and traumatic experiences, enhance cognitive abilities, and enjoy the life-affirming pleasures of artistic creativity. The term art therapy applies to visual arts therapy, dance therapy, drama therapy, music therapy, poetry therapy and psycho-drama.

How did art therapy begin? Art therapy did not emerge as a distinct profession until the 1930’s. At the beginning of the 20th Century,

psychiatrists became interested in the art work done by patients, and studied it to see if there was a link between the art and the illness of their patients. At this same time, art educators were discovering that the free and spontaneous art expression of children represented both emotional and symbolic communications. Since then, the profession of art therapy has grown into an effective and important method of communication, assessment, and treatment with many populations.

Art therapists work with children, adolescents, and adults and provide services to individuals, couples, families, groups, and communities. They often work as part of clinical teams, in setting that include mental health, rehabilitation, medical and forensic institutions, wellness centers, schools, nursing homes, corporate structures, art studios, and independent practices. Art therapists are skilled in the application of drawing, painting, clay, and other mediums for treatment and assessment.

Art therapy is a human service profession which utilizes creative art process and responses to the created art productions as reflections of an individual's development, abilities, personality, interests, concerns, and conflicts.

Art therapy is an effective treatment for the patients with developmental, medical, educational, social or psychological problems. It is practiced in mental health, rehabilitation, medical, educational, and forensic institutions. Populations of all ages, races, and ethnic backgrounds are served by art therapists in individual, couples, family, and group therapy formats.

Exercises:

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Ex.6 Retell the text

Sadism

Sadism - 1) the practice of getting pleasure from being cruel to someone; 2) the practice of getting sexual pleasure from hurting someone. The satisfaction of the sadist may result not from inflicting actual physical pain but rather from the mental suffering of the victim. Sadist is someone who enjoys being cruel to other people. Sadism may be a factor in some violent crimes, particularly rape and murder.

The term sadism is occasionally used outside the sexual context, to describe individuals who are purposely cruel or who seem to derive pleasure from humiliating and dominating others in social situations. In this context, some milder forms of sadism are relatively more acceptable, such as the use of humiliating sarcasm as a conversational tool. [To humiliate means to make someone feel ashamed and upset, especially by making them seem stupid or weak. Sarcasm is a way of speaking or writing that involves saying the opposite of what you really mean in order to make an unkind joke or to show that you are annoyed.]

Exercises:

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Satan

Satan is spoken of as the prince of evil spirits, the inveterate enemy of God and of Christ, who takes the guise of an angel of light. He can enter a man and act through him; hence, a man can be called Satan because of his acts or attitude. Through his subordinate demons Satan can take possession of men's bodies, afflicting them or making them diseased. Satan is cynical about disinterested human goodness and is permitted to test it under God's authority and control and within the limits that God sets.

Iblis - in Islam, the personal name of the devil, probably derived from the Greek diabolos. Iblis, the counterpart of the Jewish and Christian Satan, is also referred to as 'aduw Allah (enemy of God), 'aduw (enemy), or, when he is portrayed as a tempter, ash-Shay tan (demon). At the creation of man, God ordered all his angels to bow down in obedience before Adam. Iblis refused, claiming he was a nobler being since he was created of fire, while man came only of clay.

For this exhibition of pride and disobedience, God threw Iblis out of heaven (the place where God is believed to live and where good people are believed to go when they die). His punishment, however, was postponed until the Judgment Day (the time after death when everyone is judged by God for what they have done in life), when he will have to face the eternal fires of hell; until that time he is allowed to tempt all but true believers to evil. As his first demonic act, Iblis entered the Garden of Eden and tempted Eve to eat of the tree of immortality, causing both Adam and Eve to forfeit paradise.

Exercises:

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Groupthink

Groupthink is a term coined by psychologist Irving Janis in 1972 to describe one process by which a group can make bad or irrational decisions. In a groupthink situation, each member of the group attempts to conform his or her opinions to what they believe to be the consensus of the group. This results in a situation in which the group ultimately agrees on an action which each member might normally consider to be unwise.

Janis' original definition of the term was "a mode of thinking that people engage in when they are deeply involved in a cohesive in-group, when the members' strivings for unanimity override their motivation to realistically appraise alternative courses of action." The word groupthink was intended to be reminiscent of George Orwell's coinages (such as doublethink and duckspeak) from the fictional language Newspeak, which he portrayed in his ideological novel *Nineteen Eighty-Four*.

Groupthink tends to occur on committees and in large organizations. Janis originally studied the Pearl Harbor bombing, the Vietnam War and the Bay of Pigs Invasion. Others have cited groupthink as a contributing factor in the Space Shuttle Challenger Disaster as well as the Space Shuttle Columbia disaster, the bankruptcy of Enron, and more recently, the decision to go to war in Iraq in 2003.

Janis cited a number of antecedent conditions that would be likely to encourage groupthink. These include high group cohesiveness, directive leadership, lack of norms requiring methodical procedures, high stress from external threats with low hope of a better solution than the one offered by the leader(s). Janis listed eight symptoms that he said were indicative of groupthink:

- 1 Illusion of invulnerability.
- 2 Unquestioned belief in the inherent morality of the group.
- 3 Collective rationalization of group's decisions.
- 4 Shared stereotypes of out group, particularly opponents.
- 5 Self-censorship; members withhold criticisms.
- 6 Illusion of unanimity.
- 7 Direct pressure on dissenters to conform.
- 8 Self-appointed "mindguards" protect the group from negative information.

Finally, the seven symptoms of decision affected by groupthink are:

- 1 Incomplete survey of alternatives.
- 2 Incomplete survey of objectives.
- 3 Failure to examine risks of preferred choice.
- 4 Failure to re-appraise initially rejected alternatives.
- 5 Poor information search.
- 6 Selective bias in processing information at hand.
- 7 Failure to work out contingency plans.

One mechanism which management consultants recommend to avoid groupthink is to place responsibility and authority for a decision in the hands of a single person who can turn to others for advice. Others advise that a preselected individual take the role of disagreeing with any

suggestion presented, thereby making other individuals more likely to present their own ideas and point out flaws in others' - and reducing the stigma associated with being the first to take negative stances.

An alternative to groupthink is a formal consensus decision-making process, which works best in a group whose aims are cooperative rather than competitive, where trust is able to build up, and where participants are willing to learn and apply facilitation skills.

Exercises:

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Hypnosis

Hypnosis, as defined by the American Psychological Association Division of Psychological Hypnosis, is "a procedure during which a health professional or researcher suggests that a client, patient, or experimental participant experience changes in sensations, perceptions, thoughts, or behavior." However, any definition will be vague, as the underlying mechanism is little understood. Some theories view hypnosis as an altered state of consciousness, others as a type of focused attention. Psychologists have recently researched hypnosis and found a strong correlation between the ease of putting someone in a state of 'hypnosis' and their level of suggestibility. Generally, under hypnosis people become more susceptible to suggestion, causing changes in the way they feel, think, and behave, although contrary to popular belief they do still remain theoretically in control of their actions.

Hypnosis also generally stimulates a feeling of relaxation, and this has helped its development into a therapy — hypnotherapy. One of the

treatments in hypnotherapy is regression. Often it is viewed by some psychologists with skepticism. It is claimed that when participants are put through the process of regression they may invent false memories due to the social expectation placed on them. These memories cannot therefore be reliable.

11 hypnosis has further been scribed as "the suspension of the critical factor" which expands on the idea of "increased suggestibility". A person who claims to be hypnotized sometimes appears to accept statements as true that they would normally reject. For example, statements such as "you have forgotten your name" would not normally be accepted, but under hypnosis people do claim that they do not know their own name. It appears as if the hypnotized participant accepts the authority of the hypnotist over their own experience. When asked afterwards some participants appear to be genuine, unable to recall the incident, while others would say that they had known the hypnotist was wrong but at the time it had seemed easier just to go along with his instructions. Some

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Unconscious mind

The unconscious mind (or subconscious) is the aspect of the mind of which we are not directly conscious or aware. The unconscious mind should not be confused with "being unconscious" and unconsciousness which is loss of consciousness.

Certain philosophers preceding Sigmund Freud, such as Leibniz and Schopenhauer, developed ideas foreshadowing the subconscious. The new

medical science of psychoanalysis established by Freud and his disciples popularized this and similar notions such as the role of the libido (sex drive) and the self-destructive urge of thanatos (death wish), and the famous Oedipus complex wherein a son seeks to "kill" his father to make love to his own mother. Freud developed the idea that there were layers in human consciousness: the conscious, preconscious, and unconscious. He thought that certain psychic events take place "below the surface", or in the unconscious mind. A good example is dreaming, which Freud called the "royal road to the unconscious".

Many modern philosophers and social scientists either dispute the concept of an unconscious, or argue that it is not an entity that can be scientifically investigated or discussed rationally. In the social sciences, this view was first brought forward by John Watson, considered to be the first American behaviorist. Among philosophers, Karl Popper was one of Freud's most notable contemporary opponents. Popper claimed that Freud's theory of the unconscious was not falsifiable.

However, there is an agreement among many, perhaps most, psychologists and cognitive scientists that much mental functioning takes place in a part of the mind inaccessible to consciousness.

Carl Jung developed the concept of unconsciousness further. He divided the unconscious into two parts: the personal unconscious and the collective unconscious. The first of these corresponds to Freud's idea of the subconscious, though unlike his mentor, Jung believed that the personal unconscious contained a valuable counter-balance to the conscious mind, as well as childish urges. As for the collective unconscious, which consists of archetypes, this is the common store of mental building blocks that makes up the psyche of all humans. Evidence for its existence is the universality of certain symbols that appear in the mythologies of nearly all peoples.

There are other views. Jane Roberts presents a rich portrait of consciousness in which the unconscious mind is described as being clairvoyant and in communication with all other minds. The self that each of us experiences day-to-day is described as being but one facet of a richer and very complex multi-dimensional entity.

The subconscious is not directly accessible to ordinary introspection, but it is capable of being "tapped" and "interpreted" by special methods and techniques such as random association, dream analysis and verbal slips (commonly known as a Freudian slip), examined and conducted during psychotherapy. Thoughts, feelings and urges that are repressed are all present in the subconscious mind and "issues" need to be "worked out"

with professionals skilled in the field of mental health and mental illness. Is the unconscious altogether inaccessible, or is it just hard to access?

As some of the above examples indicate, material is constantly moving from the conscious mind to the unconscious and vice versa. The conscious mind only holds a small amount of information at any given time.

Exercises:

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The Nature and Criteria of Personality

Those who have been active of late in measuring intelligence have made great progress in the development of measuring scales but very slight progress in the actual definition of intelligence. In dealing with the elusive term "Personality" we may well expect still less satisfactory clarity of definition, no matter what success we have in its measurement. In the measurement of intelligence we have at least the advantage of scales of performance in various mental functions standardized into age or point scale groups. We have, in other words, a means of comparing an individual with his fellows in certain abilities, even though we may not be so bold as to term those abilities intelligence. We may seek, moreover, for a person's mental level in his relative success of adjustment, either to the problems of the school curriculum or to the general problems of life. In this manner a quantitative statement of at least an hypothetical intelligence may be obtained.

The measurement of personality, however, embraces none of these advantages. Individual differences are so great and personal traits so vaguely related to the solution of problems that the notion of an age scale in personality has no significance. Moreover, personalities of divers sorts

succeed equally well in the general adaptation to situations of practical life. It may be added that differences of personality are of a qualitative rather than a quantitative sort. These difficulties stand in the way of the development of a personality measurement based, on the correlation between tests and familiar objective criteria such as those of intelligence. We must strive toward a descriptive treatment rather than quantitative. Our aim is personality study and description rather than personality testing.

Since, however, description itself demands a definite point of view, and a definite appraisal of elements, it is necessary to seek some criterion of these elements — some means of stating as objectively as possible the personality as an entity apart from the tool of analysis which we employ. The true criterion of personality is without doubt to be found in the field of social interaction. We are incapable of giving a complete popular description of personality without indicating the manner in which the personality in question stimulates or influences other human beings and the manner in which the behavior of other human beings produces adjustments or responses in the personality in question. In describing this personality we inevitably take the view-point of those "other human beings." Robinson Crusoe, alone on a desert island, undoubtedly displayed a very measureable degree of intelligence in his adaptation to his environment. It was only with the advent of Friday, however, that his personality could be said to stand forth in its full significance. Not only is the language of personality a social one, but, the problems arising from the interaction of various personalities are in the truest sense social problems. They include every form of social maladjustment — from the whims of the eccentric to the worst deeds of the criminal. In general it may be said that the aim of personality measurements is the establishing of adjustments between an individual and his fellows which are a benefit to both.

Exercises:

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Ex.3 Put six types of questions to the text.

Ex.4 Translate the last passage without consulting the dictionary

Ex.5 Give short summery of the text

Ex.6 Retell the text

Personality

Personality is a characteristic way of thinking, feeling, and behaving. Personality embraces moods, attitudes, and opinions and is most clearly expressed in interactions with other people. It includes behavioral characteristics, both inherent and acquired, that distinguish one person from another and that can be observed in people's relations to the environment and to the social group. Perhaps the oldest personality theory known is contained in the cosmological writings of the Greek philosopher and physiologist Empedocles and in related speculations of the physician Hippocrates. Empedocles' cosmic elements - air (with its associated qualities, warm and moist), earth (cold and dry), fire (warm and dry), and water (cold and moist) - were related to health and corresponded to Hippocrates' physical humours (humour is one of the four liquids that in the past were thought to be present in the body and to influence someone's character), which were associated with variations in temperament: blood (sanguine temperament), black bile (melancholic), yellow bile (choleric), and phlegm (phlegmatic).

This theory, with its view that body chemistry determines temperament, has survived in some form for more than 2,500 years. According to these early theorists, emotional stability as well as general health depend on an appropriate balance among the four bodily humours; an excess of one may produce a particular bodily illness or an exaggerated personality trait. Thus, a person with an excess of blood would be expected to have a sanguine temperament - that is, to be optimistic, enthusiastic, and excitable. Too much black bile (dark blood perhaps mixed with other secretions) was believed to produce a melancholic temperament -that is, to be very sad, low-spirited. An oversupply of yellow bile (secreted by the liver) would result in anger (choleric means easily and often made angry) and irritability. An abundance of phlegm (secreted in the respiratory passages) was alleged to make people stolid, apathetic, and undemonstrative.

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Genius and talent

Genius is a person of extraordinary intellectual power. The word genius is used in two closely related senses. In the first sense, as popularized by U.S. psychologist Lewis M. Terman, genius refers to high intellectual ability as measured by performance on a standardized intelligence test. Terman set the intelligence quotient for "potential genius" at 140 or over, a level reached by about 1 in 250 of the general population. Genius here means simply high intellectual ability and refers to potentiality rather than to attainment. In this sense, the term may be used to characterize "gifted" children who have not yet had an opportunity to gain eminence by achievement. In the second sense (British scientist Sir Francis Galton), "genius" is used to designate creative ability of an exceptionally high order as demonstrated by actual achievement, always provided that such achievement is not merely of transitory value or the result of accident of birth, as in the case of hereditary rulers.

Genius is distinguished from talent both quantitatively and qualitatively. Talent refers to a native aptitude for some special kind of work and implies a relatively quick and easy acquisition of a particular skill. Genius involves originality, creativeness, and the ability to think and work in areas not previously explored and thus to give the world something of value it would not otherwise possess. Although geniuses have usually left their unique mark in a particular field, studies of the early development of these people appear to show that their general intelligence is also exceptionally high. There have been a variety of attempts to explain the nature and source of genius. One theory holds that the genius belongs to a separate psychobiological species, differing as much from ordinary man in his mental and emotional processes as man differs from the ape. Another theory looks upon genius as closely related to neurosis and psychosis.

Exercises:

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Ex.5 Give short summary of the text

Ex.6 Retell the text

Body language

Have you ever wished you could read someone's mind? Well, you can, just by picking up the unconscious messages their body gives you. Did you know that 93 per cent of our communication with others is non-verbal? What we actually say makes up only seven per cent of the picture! That's what US scientist Ray Birdwhistell found out when he began to study body language back in the 1950s. He filmed conversations and then played them back in slow motion to examine gestures¹, expressions and posture². When he noticed the same movements happening again and again, he realised that the body can talk too!

We use our bodies to send messages all the time. We nod³ instead of saying 'Yes', shrug⁴ our shoulders to mean 'I don't know', or raise our eyebrows to show surprise. But even when we don't want other people to know how we're feeling, our body language can give us away⁵. It's not difficult to find out what someone is really thinking — and they won't even know it! The way we sit or stand, the expression on our face can reveal far more than words. But many of us miss these important signals, because we don't know what to look out for. Here are some useful tips⁶!

How can you tell if a friend is fibbing⁷ to you? They'll often start blushing⁸. They're embarrassed⁹ because they know they're not telling the truth. They'll probably look away¹⁰ while they're talking as well. That's because our eyes can reveal what we're thinking, even if we're saying the opposite out loud.

Boys tend to¹¹ look at the ground when they're lying, while girls look at the ceiling. If they put a hand over their mouth, it's another signal they're lying. It's as if they're trying to cover up the lie.

Imagine you're asking your teacher for a few more days to finish your homework. As you talk, she starts rubbing her ear. This is a signal that she doesn't want to hear what you're saying — so forget it!

Remember putting both hands over your ears as a child to block out your parents' words? Someone who folds their arms¹² tightly across their chest is sending a similar signal. We use folded arms as a defensive barrier¹³ to protect ourselves when we feel nervous or think someone is criticising us. So, if you're making a point¹⁴ in a discussion, and the others fold their arms, you'd better give up! They're shutting your ideas out¹⁵ and you won't convince them — even if they say they agree with you.

Now you can use this information to your own advantage¹⁶. You've met someone who you'd like to get to know better. Look them in the eye — it shows you're sincere. When they're talking, lean slightly forward¹⁷ towards them and tilt¹⁸ your head on one side. This gives the message 'I'm interested and I'm paying attention.' Imitate their gestures. If they cross their legs, do the same. But be careful! Don't be too obvious or they'll think you're making fun of them.

Vocabulary

- 1 gesture - жест, телодвижение;
- 2 posture – поза;
- 3 to nod - кивать головой;
- 4 to shrug shoulders - пожимать плечами;
- 5 to give smb away - выдавать кого-то;
- 6 tip – совет;
- 7 to fib - *разг.* привирать, говорить неправду;
- 8 to blush – краснеть;
- 9 embarrassed - смущенный, сконфуженный;
- 10 to look away - отводить взгляд, смотреть в сторону;
- 11 to tend to - быть склонным к чему-либо;
- 12 to fold one's arms - скрестить руки;
- 13 defensive barrier - защитный барьер;
- 14 to make a point - высказываться, настаивать на своем;
- 15 to shut smth out - не принимать что-то;
- 16 to use smth to one's own advantage - использовать что-то в своих интересах;
- 17 to lean forward - наклоняться вперед;

18 to tilt – наклонять.

Exercises:

Ex.1 Choose the right variant according to the text to complete the statements.

1 We can read someone's mind by

A the messages he/she writes to us

B reading someone's diary

C unconscious messages of the body

2 ... with others is verbal.

A 7 % of our communication

B 93 % of our signs

C 100 % of our actions

3 In 1950 the US scientist Ray Birdwhistell

A shot a comedy film

B filmed conversations for experiment

C observed people's gestures and expressions just for fun

4 He realized that our body can talk

A by means of postures and gestures

B with the help of our lips and tongue

C verbally

5 We shrug our shoulders to

A say "I'm hungry"

B develop our shoulder muscles

C say "I don't know"

6 The way we sit or stand, the expression of our faces

A can give us or our thoughts away

B means we want to sit or stand

C is an important alarm signal

7 When you are fibbing you

A feel safe and comfort

B start blushing, look away while talking

C are embarrassed because everybody believes you

8 People close or rub their ears
A because it is too loud outside or nearby
B not to hear one's words
C because their ears are dirty

9 Looking in one's eyes shows you
A are sincere
B can't take your eyes off him/her
C can't recall where you've seen that person before

10 Learn these tips
a) and you'll become a secret agent
b) and you'll get a credit on English
c) if you want to read people's mind

Ex.3 Arrange the statement in a right chronological order according to the text.

- 1 There are some unconscious position of our arms: folded arms, putting arms over one's ears, etc.
- 2 Our body gives us away.
- 3 Our eyes reveal us when we are lying.
- 4 Our body can talk too with the help of gestures, expressions and postures.

Music's Important Influence

Music has been around for thousands of years. Music appeals to everyone. When was the last time you have heard someone say, "I hate all music."? Lately though music has been criticized for corrupting teen's minds. Rap is being blamed for all the crimes and murders in cities all over America and heavy metal is being blamed for giving teens only dark images and thoughts in their minds. Although the media and public criticize rap and rock music and blame the music for influencing teens negatively, they actually give many teenagers an outlet from their life problems.

Parents love to blame musicians like Snoop Dogg and Dr. Dre to bands like KoRn and Limp Bizkit for their child's problems. Music is an excuse for bad parenting. "One should look at the family background of the person

committing the crimes". Most criminals come from dysfunctional families, which would explain why a person would turn to crime in life. Another reason a person would turn to crime is being sexually abused as a young child. This would definitely cause a person to go a little crazy. When someone hears some lyrics from Eminem, they do not go out and do what he says. Lyrics from Eminem and other similar lyrics are for entertainment only. If people did whatever they heard, then everybody would be evil and corrupted I hear far worse words and phrases during school than on a rap album, and the words do not effect me or anybody else otherwise everybody in school would run around shooting people and doing drugs.

Rappers are blamed constantly for crimes. In 1988, rapper Ice-T was under the gun from the media because of a song he wrote called, "Cop Killa". Once that song was released several police murderers said they did it because of Ice-T's song. "But is it Ice-T's fault fore these crimes, or is it the fault of the person committing these crimes against the police" (Foster 2). Foster asks an interesting question. The answer is no, the musician should not be the one blamed for these crimes. Police officers were being shot all the time before that song. All cops know that their jobs are dangerous, yet they still take the job. Also a group called Three Six Mafia had a similar experience to Ice-T's. They were banned from almost every state in the north and the south because of a song they wrote called "Tear the Club Up". Whenever the group performed this song, a riot broke out. This is not the groups fault though. The people who cannot control themselves are the ones to be blamed. The media was quick to jump out and say that the riots were a direct result of the so called "Gansta Rap", not the result of the out of control people in the crowd.

Rap music is a rapidly growing type of music. It has gotten many poverty stricken people out of the ghetto. Also, rap musicians donate thousands and thousands of dollars to charities all over America When do you hear the media give them credit for that? The media always looks for the worse in all stories. Rap also gives many young people hope in life. When a teenager has problems in life, music can always help them feel better. Rap musicians rap about their life. So if a person complains about the rap lyrics, then they could make a difference by fixing up poverty stricken communities. Once a rapper makes a second album, it is usually less graphic because they know a different life. They will rap about being rich and coming from some of the worst communities in America Fatherhood is another subject for rappers as they mature into a better life. Rap lyrics do not influence bad behavior, but reflect it.

Rock is another type of music that is criticized often by the media. They say that rock bands like KoRn and Limp Bizkit give kids negative thoughts and make teens act out in violence. This however is not true. The only way rock influences teenagers is on what they wear. Kids that wear baggy pants, large shirts, and long necklaces with five inch pendants usually listen to rap. Teens that wear wide leg pants and torn up clothes usually listen to alternative. Lastly, teenagers who have pierced tongues, blue hair, and wear tight leather pants most likely will listen too rock. Because rock influences teens on what to wear, that does not mean that the kids will be violent. "Large clothes and pierced tongues are only ways to express oneself". Smith obviously agrees and that the type of clothes do not make a decent teen turn bad.

Music is important to most teenagers. It is a way to get away from all of lives problems. Music gives teenagers a different way to think than the "normal" way to think. KoRn is one of the best bands. Parents believe they are a bad influence on their children, but they only say that because they do not want to blame themselves for being bad parents and not being able to raise their child right.

*"Day, is here fading
My time, has gone away
I flirt with suicide
Sometimes kill the pain"*

Suicide is a serious subject for today's youth in America and all over the world. Teenagers are faced every day with the thought of suicide Jonathan Davis's lyrics show that he understands what teens go through and that it is alright. This is comforting to teenagers, so how could that be bad?

Teenagers seek music as an outlet from problems in life, yet the media and parents believe that rap and rock music is to blame for teenager's problems. Rap is being blamed for the murders and crimes in cities all over America. Rock is being blamed for giving teens evil thoughts mixed with hate. Rap lyrics are about the rappers societies problems. So if a person does not like the lyrics, change the suburbs in large cities to make the lyrics better. Rock lyrics is all about the soul. Lyrics from rock music are deeper than any other type of music out today. That is why the music is so widespread. Music is the universal language, and that is why all music is important to someone.

Exercises:

Ex.1 Give the phonetic reading of the first passage

Ex.2 Find twenty words that reflect the contents of the text

Ex.3 Put six types of questions to the text.

Ex.4 Translate the last passage without consulting the dictionary

Ex.5 Give short summary of the text

Ex.6 Retell the text

The potency of music

The potency of music and its affect on memory is quite astonishing. Baroque music and Gregorian chant in particular, with a 60 beats per minute beat pattern, have been shown to activate both the left and right hemispheres of the brain. The simultaneous left and right brain action has a beneficial effect on learning and retention of information. The information being studied activates the left brain, while the music activates the right brain. Activities which engage both sides of the brain simultaneously, such as playing an instrument or singing, causes the brain to be more capable of processing information.

It is claimed that learning potential can be increased a minimum of five times by using this 60 beats per minute music. For example, the ancient Greeks sang their dramas because they understood how music could help them remember more easily.

A renowned Bulgarian psychologist, Dr. George Lozanov, designed a way to teach foreign languages in a fraction of the normal learning time. Using his system, students could learn up to one half of the vocabulary and phrases for the whole school term (which amounts to almost 1,000 words or phrases) in one day. Along with this, the average retention rate of his students was 92%. Dr. Lozanov's system involved using certain classical music pieces from the baroque period which have around a 60 beats per minute pattern. He demonstrated that foreign languages could be learned with 85-100% efficiency in a dramatically shorter time period, by using

these baroque pieces. His students had a recall accuracy rate of almost 100% even after not reviewing the material for four years.

In 1982, researchers from the University of North Texas performed a three-way test on postgraduate students to see if music could help in memorizing vocabulary words. The students were divided into three groups. Each group was given three tests - a pretest, a post test, and a test a week after the first two tests. All of the tests were identical. Group 1 was read the words with Handel's Water Music in the background. They were also asked to imagine the words. Group 2 was read the same words also with Handel's Water Music in the background. Group 2 was not asked to imagine the words. Group 3 was only read the words, was not given any background music, and was also not asked to imagine the words. The results from the first two tests showed that groups 1 and 2 had much better scores than group 3. The results from the third test, a week later, showed that group 1 performed much better than groups 2 or 3. However, simply using music while learning does not absolutely guarantee recall but can possibly improve it. Background music in itself is not a part of the learning process, but it does enter into memory along with the information learned. Recall is better when the same music used for learning is used during recall. Also, tempo appears to be a key of music's effect on memory.

This knowledge has profound implications for children who suffer a range of learning and developmental difficulties, such as autism, cerebral palsy and others and the practice of including music as part of any developmental programme is always utilised by Snowdrop.

Graphology

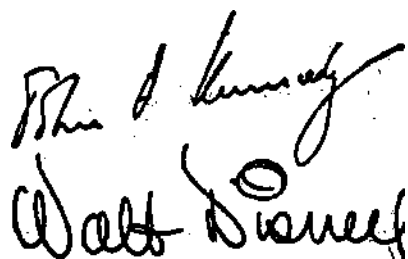


Speed

A person who writes quickly with no interruption in the strokes is energetic and enthusiastic, especially about things which are in his own interest.

If you write slowly you don't take risks. You are slow to take decisions. Someone who writes fast and legibly is lively and likes to do things in his own way. A fast and illegible writer is an individualist and has a strong character. This person is talented and ambitious and usually very imaginative.

Signature

The image shows two handwritten signatures. The top signature is 'Bill Kennedy' in a cursive, flowing script. The bottom signature is 'Walt Disney' in a more stylized, bold cursive script.

And finally the signature. You write your name more often than anything else and so your signature is the most revealing part; of your handwriting. An underlined signature shows a forceful personality and someone who has a high opinion of himself.

If you put a full stop or a dash after your signature this means that you finish what you begin. A very big signature shows a dominating personality. A very small signature denotes a very shy and self-centred personality. A flourishing signature means you are good at selling. A unique signature shows an unusual personality.

Of course, there are very many more details regarding how you write. But the above examples give you a few ideas on how to read handwriting.

As your handwriting can change, you should write a sample once a month to find out how your feelings vary. And now that you know something about yourself you can improve your bad points — and watch your handwriting change as you progress!

Vocabulary

Interruption - перерыв

to take decisions – принимать решения

illegible - неразборчивый

a signature – подпись, роспись

to reveal - раскрывать

underlined - подчёркнутый

forceful – сильный, убедительный

full stop - точка

self-centred - эгоистичный

flourishing – с завитушками

a sample – пример, образец

bad points - недостатки

handwriting - почерк

Exercises:

Ex.1 Describe please the handwriting of your group mate in the following way


- It's slow, It's fast, It's rather unusual...




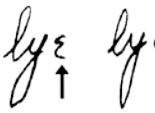



As a child you were taught to write.
Why don't you continue to write the way you were taught ?



The fact that you don't is the reason Graphology exists....

Graphology is another pipe dream of those who want a quick and dirty decision making process to tell them who to marry, who did the crime, who they should hire, what career they should seek, where the good hunting is, where the water, oil, or buried treasure is, etc. Graphology is another in a long list of quack substitutes for hard work. It is appealing to those who are impatient with such troublesome matters as research, evidence analysis, reasoning, logic, and hypothesis testing. If you want results and you want them now and you want them stated in strong, certain terms, graphology is for you. If, however, you can live with reasonable probabilities and uncertainty, you might try another method to pick a spouse or hire an employee. Trait names were chosen by Stephen Bongiovanni with regard to the founders of graphology and recognizing the fine line between sharing ideas of others and original concepts. The trait name identifies a graphic indicator with its descriptive behavior.

Examples of traits:

ANALYTICAL THINKING v-wedges for m, n- bottom baseline intersections	sorts and separates information in assessing their value, evaluates information and supporting patterns	
--	--	---

BLUNT increasingly heavy downward and forward middle final	brings matters to a conclusion and thrusts it upon others	
BROADMINDE D wide e-loop	liberal self- viewpoints, free of bigotry	
CONCENTRATI ON small writing	focuses attention on one activity ignoring all other influences	
CULTURAL REFINEMENT middle letter printed as capital	integration and discrimination of creative artistic and structural systems into one's mode of living	
EMOTIONAL INTENSITY, MUCH AVAILABLE heavy average stroke pressure	possesses strong libido and passions, abundance of available energy and vitality, proactive	
FORGETFUL missing t-bars	inability to recall information or planned action, absentmindedness	
HUMOR initial wavy upper area down stroke to baseline	the contrast between reality and assumed values provokes amusement	

<p>REBELLIOUS inflated triangular forward inverted upper circle</p>	<p>open hostility towards authority and for any form of discipline, belligerent</p>	
<p>VANITY tall t, d-stem height</p>	<p>excessively high regard of ones conduct demonstrated through a sense of superiority</p>	

Exercises:

Ex.1 Try to analyze your classmates handwriting.

Ex.2 Play a game: one person is an employer and others are applicants. The employer should give the job or refuse by studying handwriting.

The British

The English are a nation of stay-at-homes. There Is no place like home, they say. And when the man is not work-lug he withdraws from the world to the company of his wife and Children and busies himself with the affairs of the home. It is h ue that English people prefer small houses, built to house one family, perhaps with a small garden. The fire is the focus of the English home. What do other nations sit round? The answer is they don't. They go out to cafes or sit round the cocktail bar. For the English it is the open fire, the toasting fork and the ceremony of English tea.

England is full of grand-scale and small-scale conservatisms, which the attitude to the monarchy typifies. Regiments in the army, municipal corporations, schools and societies have their own private traditions, which command strong loyalties. Such groups have customs of their own which they are very reluctant to change, and they like to think of their private customs as differentiating them, as groups, from the rest of the world. The English are amongst the most amiable people in the world; they can also be very ruthless. They have a genius for compromise, but can enforce their idea of compromise on others with surprising efficiency. They are generous in small matters but more cautious in big ones.

The Scots are proverbially kindly, but at first glance are not so amiable. They abhor compromise, lean much upon logic and run much to extremes. They are penny-wise and pound-foolish. They can be dour and grey, or highly coloured and extravagant in gesture and manner. There is no other part of the British Isles where national spirit is stronger, national pride more intense or national traditions more cherished than in Wales. The Welsh still proudly wear their national dress on festive occasions; the Welsh language is taught side by side with English in schools. The Welsh language is a Celtic branch of the Indo-European languages. Welshmen, who have a highly developed artistic sense, have a distinguished record in the realm of poetry, song and drama.

Exercises:

Ex.1 Give the phonetic reading of the first passage

Ex.2 Find twenty words that reflect the contents of the text

Ex.3 Put six types of questions to the text.

Ex.4 Translate the last passage without consulting the dictionary

Ex.5 Give short summary of the text

Ex.6 Retell the text

Ex.7 What nation is rather like ours? Why do you think so?

The Russians

Superfluous Man (Russian Lishny CheloveR) is a character type whose frequent recurrence in 19th-century Russian literature is sufficiently striking to make him a national archetype (the most typical example of something). He is usually an aristocrat, intelligent, well-educated, and informed by idealism and goodwill but incapable, for reasons as complex as Hamlet's, of engaging in effective action. Although he is aware of the stupidity and injustice surrounding him, he remains a bystander (someone who watches what is happening without taking part). The term gained wide currency with the publication of Ivan Turgenev's story "The Diary of a

Superfluous Man" (1850). Although most of Turgenev's heroes fall into this category, he was not the first to create the type.

Aleksandr Pushkin introduced the type in *Eugene Onegin* (1833), the story of a By-ronic youth who wastes his life, allows the girl who loves him to marry another, and lets himself be drawn into a duel in which he kills his best friend. The most extreme example of this character is the hero of Ivan Goncharov's *Oblomov* (1859). An idle, daydreaming (to daydream is to think about something pleasant, especially when this makes you forget what you should be doing) noble who lives on the income of an estate he never visits, Oblomov spends all his time lying in bed thinking about what he will do when (and if) he gets up.

The radical critic Nikolay A. Dobrolyubov analyzed the superfluous man as an affliction peculiar to Russia and the by-product of serfdom. Throughout the 19th and early 20th centuries, superfluous men continued to dominate Russian novels and plays. They include some of the most attractive and sympathetic characters in literature: Pierre Bezukhov (in Leo Tolstoy's *War and Peace*, 1865-69), Prince Myshkin (in Fyodor Dostoyevsky's *The Idiot*, 1868-69), and in numerous examples by Anton Chekhov. But still the Russians believe the theory of Moscow being the Third Rome for "All Christian realms will come to an end and will unite into the one single realm of our sovereign, that is, into the Russian realm, according to the prophetic books. Both Romes fell, the third endures, and a fourth there will never be." This theory defines Moscow as the sole staunch defender of the Eastern Orthodox Faith, which is the only true Christian doctrine.

Exercises:

Ex.1 Give the phonetic reading of the first passage

Ex.2 Find twenty words that reflect the contents of the text

Ex.3 Put six types of questions to the text.

Ex.4 Translate the last passage without consulting the dictionary

Ex.5 Give short summary of the text

Ex.6 Retell the text

Ex.7 Write a composition: What do you think of Russian character?

An American and a European

Nationality is a large group of people with the same race, origin and language. Nationalism is the belief that your own country is better than any other country. "Cultural nationalism" consists of encouraging expressions of national characteristics through nonpolitical activities such as art, literature, music, dance, and other forms of culture. Almost every nation has a reputation (the opinion that people have about a particular person or thing because of what has happened in the past) of some kind. The French are supposed to be amorous, gay, fond of champagne; the Germans dull, formal, efficient, fond of military uniforms and parades; the Americans boastful, energetic, gregarious and vulgar. The English are reputed to be cold, reserved, rather haughty people who do not yell in the street, make love in public or change their governments as often as they change their underclothes. They are steady, easy-going, and fond of sport.

What's the difference, between an American and a European really? There's the rhythm of life of course. Quite a civilized (being well organized and developed socially) American woman might say, "I always feel guilty if I read a book during the day, when I ought to be doing something. At night, in bed, it's different". In Europe there are people who have lived in the same house and been in the same job for twenty, thirty, forty years, and who would hate to pull up their roots and change to something new. That's not the American way of life. They love change, they call it "the spirit of adventure," a spirit that they think is more characteristic of America than of Europe. There was a very interesting remark in a book by an English writer giving what he thought was a reason for this American characteristic. He wrote: "We in England, and the French, the Germans, the Italians, the Russians, have all got one thing in common - we are descended from the men who stayed behind. In the States they are descended from the folk who moved away".

Exercises:

Ex.1 Give the phonetic reading of the first passage

Ex.2 Find twenty words that reflect the contents of the text

Ex.3 Put six types of questions to the text.

Ex.4 Translate the last passage without consulting the dictionary

Ex.5 Give short summary of the text

Ex.6 Retell the text

Ex.7 Are there any other differences that are not mentioned in the text?

The American and the Englishman

The Americans like to "move away", to change homes and jobs. They seem to be constantly pulling down old and often quite beautiful houses or throwing away things merely because they are old. They have none of the Englishman's sentimental love for things because they are old. One often hears of the Englishman's "reserve"; how he likes to "keep himself to himself"; and how on a long railway journey, with four Englishmen in the carriage, often there won't be a word spoken during the whole journey. That wouldn't be the case in America. The Englishman thinks it is ill-mannered to ask personal questions.

The American doesn't feel that at all. The Englishman prizes privacy, the American prefers sociability. The Englishman's suburban house has its little garden with a hedge or a fence all round it to shut him off from his neighbours. - "The Englishman's home is his castle". The American houses have no hedges or fences separating them from the pavement or from each other. There are none of those little shut-off gardens; generally just a strip of grass with trees on it. The American in his home doesn't object to being seen by everyone - he actually likes it. And inside the house, instead of the separate hall, living-room, dining-room so typical of the English house, the American has the "open plan" house, just one large room where all the family activities (usually noisy) go on with, perhaps, a "dining recess" or a "kitchen-breakfast-room".

The American sociability goes with overwhelming hospitality. You get taken to parties at the houses of your friends; you are invited to theatres, dinners, sports meetings, motor trips; from the first minute you are on "first name" terms with the people you meet; they all show the keenest interest in

your affairs and ask you to let them know if they can help you, and ... by the following week they have forgotten all about you. They like new things - and they get rid of their friends as they do of their cars. No one strikes up acquaintance sooner than the Americans do, and nobody finds it harder to make a real friendship."

Exercises:

Ex.1 Give the phonetic reading of the first passage

Ex.2 Find twenty words that reflect the contents of the text

Ex.3 Put six types of questions to the text.

Ex.4 Translate the last passage without consulting the dictionary

Ex.5 Give short summary of the text

Ex.6 Retell the text

Ex.7 How does the proverb "My home is my castle" illustrate national characters?

The Americans

The Americans are the only people who raise their children to leave home - to find themselves. Others raise kids to serve the family or the state. Americans believe they are going to get rich one way or another. Genius. Hard work. Luck. One way or another it's going to happen - if not to them, to their kids. That's why they're Americans.

Only 31 percent of Americans said they agreed with the statement, "what you achieve depends largely on your family background." The comparable figures for Britain and Italy were, respectively, 53 percent and 63 percent. Americans believe in the right to fail - and move on. That is why they are so mobile and why the bankruptcy laws are so lenient. Americans believe they are who they say they are. That is why half the resumes (resume - a short written account of your education and your previous jobs that you send to an employer when you are looking for a new job) in the United States are phony. About half of Americans say they

would choose earnings based on production, while two- thirds of British, French, Spanish and German respondents said they would choose fixed salaries. Americans are much religious - perhaps because they believe they are so superior that they must have been created by something far greater than man or chemistry.

Americans, believe in continuing education. Most other adults think the idea of going back to school is daft; school is for children. Americans are vividly bipolar, believing in good and bad, Democrats and Republicans, and that there are two sides to every question. There are, of course, more sides than they understand, but it is easier to work with two. The Americans are anti-history. The past is just that, past. Americans don't kill each other over something that happened hundreds of years ago. They don't even know what happened hundreds of years ago. Many Americans are terribly impressed with mere size; to them "bigger" and "better" seem to mean the same thing. The finger of the Statue of Liberty in New York Harbour is eight feet long and forty people can stand inside its head; the Rockefeller Centre cost 100 million dollars to build, and its hanging gardens are four times the size of the famous hanging gardens of Babylon, one of the Seven Wonders of the ancient world; and if all the people in the sky-scrapers came out at once, the streets couldn't hold them.

Exercises:

Ex.1 Give the phonetic reading of the first passage

Ex.2 Find twenty words that reflect the contents of the text

Ex.3 Put six types of questions to the text.

Ex.4 Translate the last passage without consulting the dictionary

Ex.5 Give short summery of the text

Ex.6 Retell the text

Unit 2 Famous people

Alessandro Cagliostro

Alessandro Cagliostro (1743-1795) - charlatan, magician, and adventurer who enjoyed enormous success in Parisian high society in the years preceding the French Revolution. Cagliostro (original name Giuseppe Balsamo) was the son of poor parents and grew up as an urchin in the streets of Palermo. Escaping from Sicily after a series of minor crimes, he traveled through Greece, Egypt, Persia, Arabia, and Rhodes and apparently studied alchemy. He eventually assumed the title of count, and in 1768 he married the Roman beauty Lorenza Feliciani, called Serafina. Cagliostro went on to travel to all the major European cities, selling elixirs of youth and love and posing as an alchemist, soothsayer, medium, and miraculous healer. His seances had become the rage of fashionable society in Paris by 1785. Cagliostro's career of deceit eventually brought him into serious conflict with the law. In 1789 he was arrested in Rome after his wife had denounced him to the Inquisition as a heretic, magician, conjuror, and Freemason. He was tried and sentenced to death, but his sentence was later commuted to life imprisonment in the fortress of San Leo in the Apennines, where he died.

Exercises:

Ex.1 Give the phonetic reading of the first passage

Ex.2 Find twenty words that reflect the contents of the text

Ex.3 Put six types of questions to the text.

Ex.4 Give short summary of the text

Ex.5 Retell the text

Don Juan

Don Juan - fictitious character who is a symbol of libertinism. Libertinism is the behaviour of a libertine who leads an immoral life and always looks for pleasure, especially sexual pleasure. Originating in popular legend, he was first given literary personality in the tragic drama "The Seducer of Seville" (1630; translated in The Trickster of Seville and the Stone Guest), attributed to the Spanish dramatist Tirso de Molina. Through Tirso's tragedy, Don Juan became a universal character, as

familiar as Don Quixote, Hamlet, and Faust. [Don Quixote is someone who is determined to change what is wrong, but who does it in a way that is silly or not practical. Subsequently, he became the hero-villain of plays, novels, and poems. The legend of Don Juan tells how, at the height of his licentious career, he seduced a girl of noble family and killed her father, who had tried to avenge her. Later, seeing a commemorative effigy on the father's tomb, he flippantly invited it to dine with him, and the stone ghost duly arrived for dinner as a harbinger of Don Juan's death. In the original Spanish tragedy, Don Juan's attractive qualities—his vitality, his arrogant courage, and his sense of humour — heighten the dramatic value of the catastrophe. The power of the drama derives from its rapid pace, the impression it gives of cumulative tension as Don Juan's enemies gradually hound him to destruction, and the awareness that the Don is goaded to defy even the ghostly forces of the unknown.

In the end he refuses to repent and is eternally damned. By the 19th century many foreign versions of the Don Juan legend existed: Moliere's play "Don Juan, or, The Stone Feast" (1665), Mozart's opera Don Giovanni (1787), Lord Byron's long satiric poem Don Juan (1819-24), Prosper Merimee's short story "Souls in Purgatory" (1834), George Bernard Shaw's drama Man and Superman (1903).

Exercises:

Ex.1 Give the phonetic reading of the first passage

Ex.2 Find twenty words that reflect the contents of the text

Ex.3 Put six types of questions to the text.

Ex.4 Give short summary of the text

Ex.5 Retell the text

Psychological Man

Sigmund Freud (1856-1939) - Austrian neurologist, founder of psychoanalysis. [Psychoanalysis- a way of treating someone who is mentally ill by talking to them about their past life, feelings etc, in order to find out the hidden causes of their problems.] His creation of

psychoanalysis was it once a theory of the human psyche, a therapy for the relief of its ills, and a new interpretation of culture and society. [Psyche is someone's mind, or their basic nature, which controls their attitudes and behaviour.] Despite repeated criticisms and attempted refutations of Freud's work, its spell remained powerful well after his death and in fields far removed from psychology. If, they say, "psychological man" replaced such earlier notions as political, religious, or economic man as the 20th century's dominant self-image, it is in no small measure due to the power of Freud's vision and the intellectual legacy he left behind. [Self-image - the idea you have of your own abilities, physical appearance, and character.] Freud came to the conclusion, based on his clinical experience with female hysterics, that the struggle between a sexual feeling and the psychic defenses against it was the etiology of neurotic symptoms. [Etiology - the cause of a disease / the scientific study of the cause of a disease.] He was able to bring that conflict to consciousness and stated that the symptom might be best understood as an unwitting compromise between the wish and the defense.

Exercises:

Ex.1 Give the phonetic reading of the first passage

Ex.2 Find twenty words that reflect the contents of the text

Ex.3 Put six types of questions to the text.

Ex.4 Give short summary of the text

Ex.5 Retell the text

Criminal Man

Cesare Lombroso (1835-1909) - Italian professor of psychiatry and of criminal anthropology whose views, though now largely discredited, brought criminology to a scientific study of criminals. [Psychiatry - the study and treatment of mental illnesses. Anthropology - the scientific study of people, their societies, and cultures. Criminology - the scientific study of crime and criminals.] He is regarded as the father of the scientific study of criminals, or criminology. Lombroso tried to discern a possible

relationship between criminal psychopathology and physical defects. [Psychopath - someone who has a serious and permanent mental illness that makes them behave in a violent or criminal way.] He set out the idea that there is a definite criminal type, who can be recognised by his or her appearance. His chief contention was the existence of a hereditary class of criminals. Lombroso contended that such criminals exhibit a higher percentage of physical and mental anomalies than do noncriminals. [Anomaly - a strange and unusual feature of a situation or process.] To these anomalies, which he termed stigmata, belonged various unusual skull sizes and asymmetries of the facial bones. [Stigmata - marks of shame; marks resembling those made by the nails on the body of Jesus at his crucifixion.] Among the things, in his book "The Criminal Man" (1876), he considered important were left-handed persons who might have a criminal instinct, the shape of the head, colour of the hair, the eyes, the curve of the chin and forehead and if the ears stick out. [Instinct - a natural tendency or ability to behave or react in a particular way without having to learn it or think about it.]

Exercises:

Ex.1 Give the phonetic reading of the first passage

Ex.2 Find twenty words that reflect the contents of the text

Ex.3 Put six types of questions to the text.

Ex.4 Give short summary of the text

Ex.5 Retell the text

Unit 3 Short - stories

The story of Hermione

by Cyril Hare

When Richard Armstrong, explorer and mountaineer, disappeared in a blizzard in the Karakoram, his only daughter Hermione was just turned twenty. He bequeathed her a good deal of unusual experience gathered in remote parts of the world, but very little else. For more tangible aids to living she had to look to her Uncle Paul, who was in a position to supply

them on a very lavish scale. Paul Armstrong had confined his explorations to the square mile of the earth's surface lying east of Temple Bar and found them extremely fruitful.

Hermione was a slender, fragile creature, with observant blue eyes, a determined chin and a small mouth that remained closed unless speech was absolutely necessary. She gave her uncle and aunt no sort of trouble, submitted quietly to the horse-play which passed for humour with her tall, athletic cousins Johnny and Susan, and kept her own counsel. In that cheerful, noisy household she passed almost unobserved.

In the following winter Susan Armstrong was killed by a fall in the hunting field. Six months later, Johnny, playing a ridiculous game of leap-frog with Hermione on the springboard of his parents' swimming-bath, slipped, crashed into the side of the bath and broke his neck. Paul and his wife had worshipped their children with uncritical adoration. The double blow deprived them of all motive for living, and when shortly afterwards, they fell victims to an influenza epidemic they made not the slightest resistance.

Even with death duties at the present level, Hermione was a considerable heiress. With the calm deliberation that had always characterized her she set out to look for a husband suitable to her station in life. After carefully considering the many applicants for the post, she finally selected Freddy Fitzhugh. It was an altogether admirable choice. Freddy was well-to-do, well connected, good-looking and no fool. Their courtship was unexciting but satisfactory, the engagement was announced and on a fine spring morning they went together to Bond Street to choose a ring.

Freddy took her to Garland's, those aristocrats among jewelers, and the great Mr. Garland himself received them in his private room behind the shop. Hermione examined the gems which he showed her with dispassionate care and discussed them with an expertise that astonished Freddy as much as it delighted Mr. Garland. She ended by choosing a diamond as superior to the rest as Freddy had been to his rival suitors, and they took their leave.

Meanwhile, the shop outside had not been idle. Shortly after the door of Mr. Garland's room closed on Freddy and his beloved, two thick-set men entered and asked the assistant at the counter to show them some diamond bracelets. They proved to be almost as difficult to please as Hermione, without displaying her knowledge of precious stones, and before long there were some thousands of pounds worth of brilliants on the counter for their inspection.

To the bored assistant it began to seem as though they would never come to a decision. Then, just as Mr. Garland was bowing Freddy and Hermione out of the shop, everything began to happen at once. A large saloon car slowed down in the street outside, and paused with its engine running. At the same moment one of the men with lightning speed scooped up half a dozen bracelets and made for the door, while his companion sent the doorkeeper flying with a vicious blow to the stomach.

Freddy, who had stopped to exchange a few words with Mr. Garland, looked round and saw to his horror that Hermione was standing alone in front of the doorway, directly in the path of the man. She made no attempt to avoid him as he bore down upon her. It flashed across Freddy's mind that she was too paralyzed by fear to move. Hopelessly, he started to run forward as the man crashed an enormous fist into Hermione's face.

The blow never reached its mark. With a faintly superior smile, Hermione shifted her position slightly at the last moment. An instant later the raider was flying through the air to land with a splintering of glass head first against the show case. The whole affair had only occupied a few seconds of time.

"You never told me you could do Jujutsu, Hermione", said Freddy, when they eventually left the shop.

"Judo", Hermione corrected him. "My father had me taught by an expert. It comes in handy sometimes. Of course, I'm rather out of practice".

"I see", said Freddy. "You know, Hermione, there are quite a few things about you I didn't know".

They parted. Hermione had an appointment with her hairdresser. Freddy went for a quiet stroll in the park. Then he took a taxi to Fleet Street, where he spent most of the afternoon browsing in the files of various newspapers.

They met again at dinner that evening. Freddy came straight to the point.

"I've been looking at the reports of the inquest on your cousin Johnny", he said.

"Yes?" said Hermione with polite interest.

"It was very odd the way he shot off the spring-board on to the edge of the bath. How exactly did it happen?"

"I explained it all to the coroner. I just happened to move at the critical moment and he cannoned off me".

"Hard luck on Johnny".

"Very".

“Hard luck on that chap this morning that you just happened to move at the critical moment. I don’t think you told the coroner that you could do this Judo stuff?”

“Of course not”.

“Hard luck on Susan, too, taking that fall out hunting”.

“That”, said Hermione flatly, “was pure accident. I told her she couldn’t hold the horse”.

Freddy sighed.

“I’ll have to give you the benefit of the doubt over that one”, he said. “But I’m afraid the engagement’s off”.

Hermione looked at the diamond on her finger and screwed her hand into a tight little fist.

“I can’t stop you breaking it off, Freddy”, she said. “But you’ll find it very expensive”.

He did. Very expensive indeed. But he thought it well worth the money. As has been said, Freddy was no fool.

Exercises:

Ex.1 Give the phonetic reading of the first passage

Ex.2 Find twenty words that reflect the contents of the text

Ex.3 Put six types of questions to the text.

Ex.4 Translate the third and the fourth passages without consulting the dictionary

Ex.5 Give short summery of the text

Ex.6 Retell the text

The Tichborne Case

In 1854 a young English aristocrat, Sir Roger Tichborne, fell in love with his cousin Katherine, and proposed to her. Both families were strongly opposed to the marriage, and Sir Roger, heartbroken, left England to travel around the world and try and forget. His ship sank off the coast of America and he drowned. His body was never recovered but after three years he was officially declared dead and the family fortune passed to his

nephew, Henry. Sir Roger's mother, however, refused to believe that he was dead and advertised all over the world for news of her long-lost son. In 1866, one of these advertisements came to the attention of Thomas Castro, a butcher in Wagga Wagga, Australia. He wrote to Lady Tichborne claiming to be Sir Roger and apologizing for not having written to her for twelve years. He said that he would like to come home but had no money. Lady Tichborne was overjoyed that her "son" had been found. She wrote back suggesting that he could call on a former family servant, named Bogle, who was living in Sydney. Castro discovered as much as he could about the Tichborne family and visited Bogle, an elderly and rather short-sighted gentleman. Despite the fact that Castro was ten centimeters shorter and ten kilograms heavier than Sir Roger, Bogle confirmed that he was genuine. Castro explained that the hardships of life in Australia had changed his appearance. On receiving a letter from Bogle, Lady Tichborne sent enough money to pay the fare back to England.

When she met Castro Lady Tichborne was convinced that he was her son and arranged for him to receive J 1000 a year, a very large sum of money in those days. If Castro had not been greedy that might have been the end of the matter, but he insisted that he was the rightful heir to the title and to the entire family fortune, which was extremely large. Apart from Lady Tichborne and the family solicitor, members of the family and friend were not convinced and started to look for evidence to disprove his claims. The real Sir Roger had been brought up in France and spoke French fluently but when Thomas Castro was addressed in French, he could not reply. He said that he had forgotten how to speak French because there had been no opportunity to use the language in Australia. Eventually, in 1871, the matter went to court and although his two principal allies had died by that time, Castro pressed ahead with the case. Henry Tichborne's lawyers soon discovered that not only was Thomas Castro not Sir Roger Tichborne, he wasn't Thomas Castro either. In fact, he was Arthur Orton, who had been born in Wapping in London and had spent most of his life in Chile. He was also wanted by the Australian police for horse-stealing. Nevertheless, the Claimant, as he was now known, since no-one was quite sure what to call him, managed to produce a hundred witnesses who swore on oath that he was who he claimed to be.

After a hearing of 102 days, the court found that he was not Sir Roger Tichborne. Castro, alias Orton, was then arrested and charged with perjury, that is, with telling lies in court. After a second trial lasting 188 days, he was found guilty and sentenced to fourteen years in prison. He still maintained that he was Sir Roger, but when he was released from prison in

1884, he finally admitted that he was an imposter. He died on 1 April 1898.

Vocabulary

to sink (sank, sunk) – тонуть, топить

Short-sighted – близорукий

Hardships – трудности

Fare – стоимость проезда

Fortune – состояние, богатство Solicitor – адвокат

Witness – свидетель

to be sentenced – быть приговорённым

an impostor – самозванец, мошенник.

Exercises:

Ex.1 Answer the questions

1 Why did Sir Roger Tichborne leave England?

A He had always wanted to see other parts of the world.

B His mother told him to leave the family home.

C His fiancée refused to marry him.

D He wanted to escape from a difficult situation.

2 When Sir Roger was officially declared dead, what did his mother do?

A She accepted the fact.

B She went in search of her son.

C She used the press to help look for him.

D She gave away the family fortune.

3 How did the claimant account for the fact that he was physically different from Sir Roger?

A He said the climate in Australia had affected him.

B He explained that he had had little to eat.

C He declared that he had had a very tough life.

D He said an accident had damaged his back.

4 When Lady Tichborne gave Castro J 1000 a year, how did he react?

A He asked for more money.

B He was pleased with what he had received.

C He wanted the family fortune.

D He immediately went to court.

5 When the case came to court, what affected Castro's chances of success?

A He was being greedy.

B Lady Tichborne's solicitor opposed him.

C People important to his case were not available.

D He was unable to answer questions in French.

Ex.2 Join two parts of the following sentences

1 Sir Roger Tichborne fell in love with his cousin Katherine	A and he drowned.
2 His ship sank off the coast of America	B had changed his appearance.
3 Thomas Castro, a butcher in Wagga Wagga, Australia, wrote to Lady Tichborne	C he was the rightful heir of the title and to the entire family fortune.
4 Castro explained that the hardships of his life in Australia	D and proposed her.
5 Castro insisted that	E claiming to be Sir Roger Tichborne and apologizing for not having written her for 12 years.
6 The real Sir Roger had been brought up in France	F and charged with perjury.
7 Castro was then arrested	G and spoke French fluently.

Ex.3 True or false

1 Sir Roger Tichborne left England to travel around the world and try to forget.

2 His body was never recovered and the family fortune passed to his mother.

3 Castro discovered as much as he could about the Tichborne family and visited Bogle, an elderly and short-sighted gentleman.

4 When she met Castro, Lady Tichborne was convinced that he was her son.

5 In fact Thomas Castro was Arthur Orton who had been born in London and had spent most of his life in England.

6 After a second trial he was found guilty and sentenced to 5 years in prison.

Ex.4 .Answer the following questions

- 1 Why did Sir Roger Tichborne leave England?
- 2 Did Sir Roger's mother refuse to believe that he was dead?
- 3 What did Thomas Castro write to Lady Tichborne?
- 4 Lady Tichborne sent enough money to pay the fare back to England, didn't she?
- 5 Who started to look for evidence to disprove Castro's claims?
- 6 Did Castro finally admitted that he was an imposter?

Ex.5 Arrange the sentences logically

- Thomas Castro finally admitted that he was an imposter.
- Apart from Lady Tichborne and the family solicitor, members of the family and friends were not convinced and started to look for evidence to disprove his claims.
- Lady Tichborne was overjoyed that her son had been found.
- Henry Tichborne's lawyers soon discovered that not only Thomas Castro was not Sir Roger Tichborne, he wasn't Thomas Castro either.
- In 1854 a young English aristocrat, Sir Roger Tichborne, fell in love with his cousin Katherine and proposed to her.
- His ship sank off the coast of America and he drowned.

Every man is an architect of his future

Albert Edward Foreman had been verger at St Peter's, a fashionable church in Neville Square, London, for sixteen years. Albert Edward was very proud of his job and his church. But there was one special feature about Albert: he couldn't read or write. When one day a new vicar discovered this, he told him that unless he learnt to read and write in within three months, he would lose his job. Albert Edward refused and the vicar gave him a month's notice to leave. That evening Albert sadly locked the church and began to walk home.

As he walked along the street he looked for a shop to buy a packet of Gold Flake. It was a long street but there was not a single shop where he could buy cigarettes.

"That's strange," Albert Edward stopped and said to himself. "That's an idea!"

Next day he went along the street and by good luck found a little shop to let that looked as though it would exactly suit him. Twenty-four hours later he had taken it, and a month after that Albert Edward Foreman set up in business as a tobacconist and a newsagent. He did so well that in the

course of ten years he had acquired no less than ten shops and he was making money hand over fist.

One morning when he was at the bank the cashier told him that the manager would like to see him.

“Mr. Foreman,” said the manager, “I wanted to have a talk with you about the money you’ve got with us. It’s a very large sum of money and I think you would better to invest it.”

A troubled look appeared on Mr. Foreman’s face. “I’ve never had anything to do with investments,” he said.

“We’ll do everything. All you’ll have to do is just sign some forms next time you come in.”

“I could that all right,” said Albert uncertainly. “But how should I know what I signing?”

“I suppose you can read,” said the manager a little sharply.

“Well, sir, that’s just it. I can’t. I know it sounds funny, but there it is. I can’t read or write, only my name, and I only learnt to do that when I went into business.”

The manager was so surprised that he jumped up from his chair. “That’s the most extraordinary thing I’ve ever heard. And do you mean to say that you’ve built up this important business and made a fortune of thirty thousand pounds without being able to read or write? Good God, man, what would you now be if you had been able to?”

“I can tell you that, sir,” said Mr. Foreman, a little smile on his aristocratic features. “I’d be a verger of St Peter’s, Neville Square.”

Note

a verger- someone who looks after a church

Gold Flake- a once-popular brand of cigarette

Exercises:

Ex.1 True or false

- 1 Albert Foreman had been satisfied with his position at St. Peter’s.
- 2 Albert left the church as soon as he found a little shop to buy.
- 3 Albert learned to sign his name after he had left the church.
- 4 Albert would not have become rich if he had done what the new vicar demanded of him.

Ex.2 Answer the following questions

- 1 What kind of business did Albert Foreman start?

2 For how long had he been in business when the bank manager offered him to invest money?

3 Why did Albert have a troubled look when he had heard the manager's offer?

4 What was the manager's reaction when he had learned the truth about Mr. Foreman?

Ex.3 Correct the following sentences

1 Albert Foreman had been verger at a little quiet church in London.

2 When Mr. Foreman came to see the bank manger at his request, he was the owner of 16 shops.

3 The manager of the bank was so reserve and he didn't react on Mr. Foeman's words.

4 If Mr. Foreman had been able to write he'd buy a big factory.

Ex.4 Write 8-10 sentences to express your opinion on the topic of the text "Every man is an architect of his future."

Mystery swimmer

1 The day on the beach was nearly over when Mr. Nicholas Wilton decided to plunge into the sea for one last swim. While his wife, two small children and friends watched, he went out a couple of hundred metres. Then suddenly he noticed a man in the water beside him. Treading water they spoke briefly about the warmth of the water and the pleasant evening before Mr. Wilton swam back to the shore as the light was fading.

2 Then, as he and his party were packing up to go home, the quiet was broken up by a scream from out at sea. A man was shouting, 'Help, help!'

3 While his 25-year-old wife Susan ran up the beach to fetch help, Mr Wilton, an experienced life saver, rushed back into the water. He swam out to where he had met the man, and a full-scale rescue drama began, involving three lifeboats, a police boat, a fishing boat, and a small yacht. Car owners on the beach placed their vehicles so that the headlamps gave extra lighting.

4 Meanwhile, Mr Wilton, 28, who used to swim in competitions for a club, saw the man again for a moment, but failed to save him.

5 'He was in his late 40s or early 50s and quite well built,' he said. 'I saw him for a matter of seconds, and then he was gone. Two men swam out to join me, but they went back because they could not find the man in

the dark. Then something hit me in the chest. I'm sure it was the man's foot. I shouted out to the beach that I had found him, but he slipped away, and I never saw him again.'

6 For three hours the search for the swimmer went on, but he was not found. It was then that the search parties found that the drama had turned to a mystery. No one was reported missing, no clothes were found on the beach, and no car had been left alone. Police and coastguards have been unable to answer the question, 'What happened?'

7 Mr Wilton said, 'I don't waste police's time with stupid stunts. Either that man was a very good actor or else he is dead. There is no other explanation. I still have nightmares about it.'

8 But a possible explanation to the mystery has been given by Mr Wilton's wife. She said it was possible the man was a holiday-maker who was not expected home for some days and had therefore not been reported.

Exercises:

Ex.1 Answer the following questions

1 What did Mr Wilton do just before he swam back to the shore?

- A He had a short conversation with a stranger.
- B He tried to attract his wife's attention.
- C He tried to find out what another swimmer was doing.
- D He warned another swimmer to go back to the beach.

2 What can be concluded about Mr Wilton from p. 3?

- A He did not realize how dangerous the sea could be.
- B He knew very well what to do in a situation like this.
- C It was difficult for him to decide what to do.
- D It was his job to save people from the water.

3 Why did Mr Wilton swim out to where he had met the man?

He thought that ...

- A the man he had met could help him save the person in trouble.
- B the man he had met was also looking for the person in trouble.
- C the person in trouble was swimming near the man he had met.
- D the person in trouble was the man he had met shortly before.

4 Why did the writer add the words 'who used to swim in competitions for a club' (p. 4)?

To make it clear that Mr Wilton ...

- A could swim faster than the other rescuers.
- B knew exactly where the sea was most dangerous.
- C wanted to prove that he could save the man.
- D was a very good swimmer.

5 What becomes clear from p. 5?

- A Mr Wilton found the man but could not save him.
- B Several rescuers must have seen the man in the water.
- C The man in trouble had been too old to go so far out into the sea.
- D The man in trouble struggled to free himself from Mr Wilton's arms.

6 What kind of a mystery was it to which the little drama had turned?

- A Had there really been a swimmer in trouble?
- B How could such a good swimmer drown?
- C Why had nobody been able to rescue the swimmer?
- D Why had someone fooled the rescue party?

7 Which of the following is clear from Mr Wilton's words in p. 7?

- A He did not believe that the swimmer had really been in trouble.
- B He still did not know what exactly had happened.
- C He thought people should not go too far out into the sea.
- D He was angry that he had not managed to save the swimmer.

8 What is said about Mr Wilson's wife in p. 8?

- A She believed the police should be told about what had happened.
- B She could think of a reason why nobody was claiming the stranger's disappearance.
- C She did not think the police had searched well enough.
- D She hoped the swimmer had got home safe and sound.

The story of Andrew Martin

1 Andrew Martin has been living totally alone on a desert island off the coast of Australia for over thirty years. It wasn't easy to set up a meeting with someone who has no telephone and only gets letters every three months, but we finally got in touch and he invited me to visit.

2 As the helicopter approached, I found myself looking down on the kind of place that people dream of. Percy Island, which is covered in

tropical jungle, has golden beaches lined with coconut trees and is set in clear blue sea. When we landed, Andrew Martin was there to greet me, wearing only an old pair of swimming trunks and flip-flops.

3 As we walked to the house, I found out more about him. After visiting his sister in Japan thirty years ago, he traveled to Australia, where he bought a boat. While a friend was teaching him to sail, they stopped *by chance* at Percy Island, which was for sale for £ 16,000. Andrew, whose boat was worth the same amount, immediately decided to buy it. Originally he planned to stay for a few months and sell it at a profit, but he found that he wanted to stay. Now, even though he could probably sell the island for £ 20 million, he is not interested. “It’s too good to sell to a developer who is going *to treat* it as some kind of toy. To me it’s like the most precious jewel in the world.”

4 After a forty-five minute walk through the dense jungle, we got to the house, where we were surrounded at once by dogs, chickens, geese and peacocks. The building was not much more than an old wooden hut with a tin roof. He showed me round, and gave me time to unpack. The room which he gave me had a marvelous view, but the first thing I noticed was the largest spider I had ever seen. I tried to stay calm, but I got really nervous when I also learned that the whole island was full of poisonous snakes. Andrew told me not to worry. He said that the only ones I was likely to meet were the boa constrictors that hung in the trees near the outside toilet.

5 Over the next few days, I began to see what it was really like to live on a desert island. Percy Island is as beautiful as any exotic holiday advertisement, but Andrew does not spend his time sunbathing and swimming; it is much too dangerous to go in the sea, which is full of sharks and stonefish. He has to work more than most people to provide the things he needs, and makes a little money by selling fruit to boats that come to visit from time to time.

6 He says he never planned to live alone, but “it just happened that way”. Now he is used to it, and does not miss other people at all. What he enjoys is the feeling of being completely free.

7 On my last day, as I sat on the beach waiting for the flight back to the mainland, I was desperately looking forward to getting back to the comforts of modern life. It was a great relief when the helicopter landed and took me away. Soon Percy Island was just another dot in the deep blue sea. To me, it didn’t feel at all as if I was leaving paradise; it was like being rescued from hell.

Exercises:

Ex.1 Choose the right variant

1 It was hard to arrange a meeting with Andrew because

A he rarely answered the phone.

B he lived a long way away.

C his post was not delivered very often.

2 Andrew first came to Percy Island

A when he was on his way to visit his sister.

B because he wanted to see a friend.

C while he was learning to sail.

3 Why was the writer worried?

A There were spiders in the bedrooms.

B The house was surrounded by animals.

C There were lots of snakes on the island.

4 Life on the island is not very relaxing for Andrew because

A he knows it is unsafe to swim in the sea.

B he has to work very hard to survive.

C he gets large numbers of visitors.

5 What does the word it in p. 6 refer to?

A living by himself.

B feeling free

C the hard work

Ex.2 Define the meaning of the word

1 by chance (p. 3)

A accidentally

B luckily

C safely

2 treat (p. 3)

A decorate

B regard

C ignore

Ex.3 Choose the right translation

1 The building was not much more than an old wooden hut with a tin roof. (p. 4)

А Дом был немногим лучше старой деревянной хижины

В Дом был немного просторнее, чем старая деревянная хижина

С Дом стоил не намного дороже, чем старая деревянная хижина ...

2 Over the next few days, I began to see what it was really like to live on a desert island. (p. 5)

А В течение последующих нескольких дней я начал понимать, что в действительности значит жить на необитаемом острове.

В По прошествии нескольких дней я увидел, что могло реально понравиться на необитаемом острове.

С Через некоторое время мне стало ясно, что это действительно похоже на жизнь на необитаемом острове.

3 To me, it didn't feel at all as if I was leaving paradise. (p. 7)

А Мне совсем не казалось, что я покидаю рай.

В Я ни о чем не жалел, т.к. покидал рай.

С Я совсем ничего не чувствовал, как будто я покидал рай.

Success story

by James Gould Cozzens

I met Richards ten years or more ago when I first went down to Cuba. He was a short, sharp-faced, agreeable chap, then about twenty-two. He introduced himself to me on the boat and I was surprised to find that Pan-america Steel and Structure was sending us both to the same job.

Richards was from some not very good state university engineering school. Being the same age myself, and just out of tech, I was prepared to patronize him needed to; but I soon saw I didn't need to. There really not the faintest possibility of anyone supposing, that Richards was as smart as I was. In fact, I couldn't then imagine how he had managed to get his job. I have an idea now. It came to me when I happened to read a few weeks ago that Richards had been made a vice-pres-president and director of Panamerica Steel when the Prossert interests bought the old firm.

Richards was naturally likeable and I liked him a lot, once I was sure that he wasn't going to outshine me. The firm had a contract for the construction of a private railroad, about seventeen miles of it, to give

United Sugar a sea terminal at a small deep-water Caribbean port. For Richards and me it was mostly an easy job of Inspections and routine paper work. At least it was easy for me. It was harder for Richards, because he didn't appear ever to have mastered the use of a slide rule. When he asked me to check his figures I found it was no more formality. "Boy," I was at last obliged to say, "you are undoubtedly the dumbest white man in this province. If you don't buck up, Farrell will see you never get another job down here."

Richards grinned and said, "I never want mother one. Not a job like this, anyway. I'm the executive type."

"Oh, you are!"

"Sure, I am. And what do I care what Farrell thinks? What can he do for me?"

"Plenty. If he thinks you're any good, he can see you get something that pays money."

"He doesn't know anything that pays money, my son."

"He knows things that would pay enough for me," I answered, annoyed.

"Oh," said Richards, "if that's all you want, when Farrell's working for me I'll make him give you a job. A good one."

"Go to the devil!" I said. I was still checking his trial figures. "Look, stupid," I said, "didn't you ever take arithmetic? How much are seven times thirteen?"

"Work that out," Richards said, "and let me have a report tomorrow."

When I had time, I continued to check his figures for him, and Farrell only caught him in a bid mistake about twice; but Farrell was the best man Panamerica Steel had. He'd been managing construction jobs both in Cuba and -Mexico for twenty years. After the first month or so he simply let Richards alone and devoted himself to giving me the whole benefit of his usually sharp and scornful criticism. He was at me every minute "fie could spare, telling me to forget this or that and use my head, showing me little tricks of figuring and method. He said it would be a good plan to. Take some Spanish lessons from a clerk he named in the sugar company's office.

"Spanish?" said Richards, when I told him he'd better join the class. "Not for me! Say, it took me twenty-two years to learn English. People who want to talk to me have to know it, or they'd better bring an interpreter with them."

"All right," I said, "I don't mind telling you the idea is Farrell's. He spoke to me about it."

"Well, he didn't speak to me," said Richards. "I guess he thinks I'm perfect the way I am. And now, if you'll excuse me, I have a date with a beer bottle."

I could easily see that he was coming to no good end.

In January several directors of the United Sugar Company came down on their annual jaunt —nominally business, but mostly pleasure; a good excuse to get south on a vacation. They came on a yacht.

The yacht belonged to Mr. Joseph Prossert, who was, I think, chairman of United Sugar's board then. It was the first time I'd ever seen at close quarters ¹³ one of these really rich and powerful financial figures whose name everyone knows. He was inconspicuous, rather stout man, with little hair on his head and a fussy, ponderous way of speaking. He was dressed in some dark thin cloth that looked like alpaca." His interest in sugar was purely financial – he didn't know anything about it from the practical standpoint. I really saw him at close quarters, too, for he was delayed on his boat when the directors went on a tour of inspection and Farrell left Richards and me and two or three armed guards to come up that afternoon.

Mr. Prossert was very affable. He asked me a number of questions. I knew the job well enough and could have answered almost any intelligent question —I mean, the sort that a trained engineer would be likely to ask. As it was, I suppose I'd said for perhaps the third time, "I'm afraid I wouldn't know, sir. We haven't any calculations on that," getting a glance of mildly surprised disbelief, when Richards suddenly spoke up. "I think, about nine million cubic feet, sir," he said. He looked boyishly embarrassed. "I just happened to be working it out last night. Just for my own interest, that is. Not officially." He blushed.

"Oh," said Mr. Prossert, turning in his seat and giving him a sharp look. "That's very interesting, Mr.- er -Richards, isn't it? Well, now, maybe you could tell me about-..."

Richards could. He knew everything. He knew to the last car the capacity of every switch and yard; he knew the load limits of every bridge and culvert; he knew the average rainfall for the last twenty years; he knew the population of the various straggling villages we passed through; he knew the heights of the distant blue peaks to the west. He had made himself familiar with local labor costs and wage scales. He had the statistics on accidents and unavoidable delays. All the way up Mr. Prossert fired questions at him and he fired answers right back.

When we reached the railhead, a motor was waiting to take Mr. Prossert on. Getting out of the gas car, he nodded absent-mindedly to me, shook

hands with Richards. "Very interesting indeed," he said. "Very interesting indeed. Mr. Richards. Good-by and thank you."

"Not at all, sir," Richards said. "Glad if I could be of service to you."

As soon as the motor moved off, I exploded. "Of all the asinine tricks! A little honest bluff doesn't hurt; but some of your figures - ...»

I aim to please," Richards said, grinning. "If a man like Prossert wants to know something, who am I to hold out on him?»

"I suppose you think you're smart," I told him. "What's he going to think when he looks up the figures or asks somebody who does know?"

"Listen, my son," said Richards kindly. "He wasn't asking for any information he was going to use. He doesn't want to know those figures. If he ever does, he has plenty of people to get him the right ones. He won't remember these. I don't even remember them myself. What he is going to remember is you and me" "Oh, yes?"

"Oh, yes," said Richards firmly. "He's going to remember that" Panamerica Steel and Structure has a bright young man named Richards who could tell him everything he wanted to know when he wanted to know it just the sort of chap he can use; not like that other fellow who took no interest in his job, couldn't answer the simplest question, and who's going to be doing small-time contracting all his life."

"Oh, yes?" I said. But it is true that I am still working for the Company still doing a little work in the construction line.

Exercises:

Ex.1 Give the phonetic reading of the first passage

Ex.2 Find twenty words that reflect the contents of the text

Ex.3 Put six types of questions to the text.

Ex.4 Translate the last passage without consulting the dictionary

Ex.5 Give short summary of the text

Ex.6 Retell the text

The age of science and technology

By John Silver

When the weekend is fine we sometimes wistfully study the advertisements for camping equipment, with thoughts of hiking off to the moors, rucksack on back... campfire smoke, the tang of food cooked in the open air, and nights under the stars. We never get any further than this – recollections of real life camping harp too painfully on soaked bedding, prolonged fiddlings with wet sticks, the tang of food drenched in methylated spirits, and campfire smoke, successfully proving the inanity of that saying about smoke and fire.

But never mind, it's nice to read the ads. Camping is a very different affair from our rub-two-sticks-together Wolf Cub days.

Big family tent, 3 rooms – 2 bed., 1 recep. – only 30 gns. Portable gas cooker, sink, TV, suitable for tent. Two-tone chalet tent, with luxury swing seat thrown in; toilet tent, plastic-topped table, light-weight armchairs, tubular camp beds.

The result of all this wishful reading last weekend was an extraordinary dream which assaulted us as we lay in our non-tubular bed on Sunday night. We dreamed that we had acquired a new American invention known as the Arkansaw Autocamper. This consisted of a station-wagon complete with folding TV, bunks, sink, and computer. The computer, having been duly programmed with all the desired characteristics – mountains, stream, farm, limestone soil – would select a suitable camping site on the home-base, it would work out a route. Finally, campers meanwhile peacefully asleep in their unfolded bunks, it would pack up all the equipment and set off, at a steady 80 m.p.h., for the chosen site.

All went well in the dream at first. The computer buzzed over the map, hummed, clicked, and selected. The packing-arms went to work and all the clutter of camping equipment was deftly rolled, folded, and rammed into the baggage hold. We settled to sleep, and soon the miles were flashing away behind, the speedo reading was soaring. But then, halfway through the journey, we woke to suffocating helpless terror, and the realization that the Autocamper was hurtling at 80 m.p.h. down a long, steep, straight hill towards an endless procession of crossing buffalo. Would it be equal to the situation? Or would the dream end in disaster?

Miraculously, it was equal. Two antennae swooped forward, detected the buffalo, and alerted the cow catching arms, which went into action in the nick of time, tossing buffalo gently but firmly out of our path. All was well; we could go back to sleep.

In fact the only snag appeared when we arrived at the camp site on what proved to be the first of fourteen days of steady, drenching rain, and discovered that the Autocamper had forgotten to pack the gumboots. In

real life, of course, we would have packed lavish supplies of books so that we could stay in bed and read while the Autocamper dealt with the wet sticks.

(From «Log Book»)

Exercises:

Ex.1 Give the phonetic reading of the first passage

Ex.2 Find twenty words that reflect the contents of the text

Ex.3 Put six types of questions to the text.

Ex.4 Translate the last passage without consulting the dictionary

Ex.5 Give short summary of the text

Ex.6 Retell the text

Unit 4 Texts about Britain and the USA

The history of the english language

1 We may speak of English as having it beginning with the conquest and settlement of a large part of island of Britain by Germanic tribes from the European continent in the midfifth century, although the earliest written documents belong to the seventh century. Of course these people did not, upon their arrival in England, suddenly begin to speak a new language, intended for the occasion. The history of English goes back much further. English is one of a family of languages called Indo-European. We can distinguish three major periods in the evolution of English. The first, called Old English, covers the period from the beginning of the language to about 1100; the second. Middle English, from 1100 to 1500; and Modern English from 1500 to the present.

2 During the Old English period, most additions to the English vocabulary were based on native English words. Old words were given new meanings; new words were formed by the addition of prefixes or suffixes or by compounding. Of foreign languages the most influential was Latin. The Scandinavians also influenced the language of England during

the Old English period. The Middle English period was marked by great extension of foreign influence on English. The Norman Conquest in 1066 brought England under French rule. The English language, though it did not die, was for a time of only secondary importance. French became the language of the upper classes in England. The variety of French they spoke is now called Anglo-French. The lower classes continued to speak English, but many French words were borrowed into English.

3 Modern English has been a period of even wider borrowing. English still derives much of its learned vocabulary from Latin and Greek. We have also borrowed words from nearly all the languages of Europe.

4 From the period of the Renaissance voyages of discovery through the days when the sun never set upon the British Empire and up to the present, a steady stream of new words has flowed into the language to match the new objects and experiences English speakers have encountered all over the globe.

Exercises”

Ex.1 Choose the correct translation of the word according to the text

1 conquest

A подчинение

B завоевание

C захват

D продвижение

2 intend

A изобретать

B намереваться

C предназначать

D придумывать

3 occasion

A случай

B происшествие

C причина

D основание

4 distinguish

A разглядывать

В выделить
С разделить
D отделить

5 influential

A главный
B важный
C влиятельный
D основной

6 extension

A распределение
B различие
C продолжение
D расширение

7 rule

A правление
B правило
C закон
D привычка

8 variety

A разнообразие
B разновидность
C множество
D ряд

9 derive

A производить
B заимствовать
C извлекать
D возводить

10 encounter

A наткнуться
B посчитать
C состязаться
D встретить

Ex.2 Find twenty words that reflect the contents of the text

Ex.3 Put six types of questions to the text.

Ex.4 Translate the last passage without consulting the dictionary

Ex.5 Give short summary of the text

Ex.6 Retell the text

The United States of America

The United States of America lies in the central part of the North American continent. In the east the country is washed by the Atlantic Ocean, in the west – by the Pacific Ocean. The Gulf of Mexico washes the country in the south. In the north it borders on Canada, in the south – on Mexico. The USA is one of the biggest states in the world. Its territory is 9.4 million square kilometers; the population is about 250 million people.

The present territory of the USA consists of three separate parts. Two of them, the USA proper and Alaska are situated in North America. Purchased by the USA from Russia in 1876, Alaska obtained statehood in 1958. The Hawaiian Islands situated in the central part of the Pacific Ocean are the third part. They constitute the state of the Hawaiian Islands, which was admitted as the fiftieth state of the USA in 1959.

The USA is a country of great diversity. High mountains can be contrasted to flat prairies, tropical heat to arctic cold, fertile valleys to stony deserts. The Rocky Mountains in the west, the Appalachian Mountains in the east have snow-capped and clear mountain lakes.

In California the climate is mild. California oranges, grapefruit and lemons, as well as many other fruit and vegetables, are shipped all over the United States and other parts of the world.

Nebraska is the rich farming region of America. The land is fertile and well-watered. In Iowa and Illinois wheat and corn are important products and much livestock is raised.

The southern states raise the nation's cotton and tobacco.

Many rivers flow through the territory of the USA. The longest rivers are the Mississippi and the Missouri. There are many lakes in the country. The largest ones are, Lake Michigan, Lake Huron, Lake Erie, Lake Ontario.

The USA is a highly developed industrial country. It is rich in mineral resources such as coal, copper, oil, natural gas, zinc, sulphur, phosphoresces, bauxites, uranium, gold and others. All sorts of products are raised, and there are industries of every kind.

The USA has a lot of industrial cities. The biggest cities are New York, Chicago, Los Angeles, Detroit, Philadelphia, Houston, and San Francisco. The capital of the country is Washington. It is situated in the District of Columbia on the Potomac river. Washington was founded in 1791 and named after the first US president George Washington. Washington is the residence of the President and the Congress of the USA. Its only industry is government. The largest of the US cities is New York. It is a major economic, financial, and transport centre of the country.

The USA is a federative republic. The government is divided into three main branches: the legislative, the executive and judicial. All legislative power is vested in Congress which consists of the Senate and the House of Representatives. The seat of the US Congress is the Capitol Building. The President is head of the State executive departments. He is also Commander – in Chief of the Army and Navy of the USA. The President and Vice-President are elected for a term of four years. The President is elected indirectly in two stages: first electors are chosen in their states, and these elect the President and Vice- President. The official residence of the President is the White House. The Supreme Court members are appointed for life by the President. The Supreme Court may declare a law passed by the Congress to be contradictory to the Constitution of the country. The form of the USA government is based on the Constitution of September 17, 1787 adopted after the War of Independence.

The two main political parties of the USA are Democratic (symbolized by a “donkey”) and the Republican (its symbol is an “elephant“). Neither of them has a permanent membership, membership being determined by election vote.

Exercises:

Ex.1 Give the phonetic reading of the first passage

Ex.2 Find twenty words that reflect the contents of the text

Ex.3 Put six types of questions to the text.

Ex.4 Translate the last passage without consulting the dictionary

Ex.5 Give short summary of the text

Ex.6 Retell the text

Halloween in America

Halloween is celebrated by nearly all American children, and over 70% of adults also take part in some Halloween activity. College students and other young adults may attend masquerade parties or Halloween parades. Many families carve pumpkins and decorate the outside of their homes with the traditional Halloween symbols. Businesses get into the act too. Store windows display jack-o'-lanterns, scarecrows and witches. Servers⁵ in restaurants and salespeople in supermarkets and bookstores are often in costume. Many nightclubs and bars encourage customers to come in costumes by offering prizes for the best disguises.

Part of the fun of Halloween is to get scared out of your wits. This can easily be done by visiting a haunted house. Supposedly, the spirits of dead people "live" in haunted houses. These spirits try to scare away living residents or visitors so that the spirits can enjoy their afterlife (which really means a life after death) in peace. Why do spirits hate the living? The living always want to clean up and brighten their surroundings, while ghosts and skeletons prefer dust, spiders, cobwebs, and darkness.

These days, it's hard to find a real haunted house. But every year shortly before Halloween, many charities and communities create fake haunted houses. They hire actors to dress up in scary costumes and hide inside. Customers pay a few dollars each to walk through these places and have "ghosts" surprise them with a loud "Boo!" and "skeletons" clang chains in their ears. Children usually love these haunted houses, but sometimes their parents are scared to death!

For those who have no haunted house nearby, another way to share a good scare is to go with friends to see a horror movie in a theatre or rent one and watch it together on Halloween night (in a dark room, of course).

Most American children have a wonderful, exciting day on Halloween. If Halloween falls on a schoolday, they sometimes bring their costumes to school and spend the last few hours of the schoolday with spooks instead of books. After school and perhaps on into the evening, they go trick-or-treating. Often, there's a party at a friend's home or at the local community centre. At most Halloween parties, prizes are given for the best costumes.

Bobbing for apples, telling fortunes, playing scary games, and snacking on caramel apples, candy, apple cider, and pumpkin pie are all part of the fun. Some communities build a bonfire, just as the Celts did. Children may sit around the bonfire telling scary stories while roasting hot dogs or toasting marshmallows.

Halloween, which began hundreds of years ago as an evening of terror, is now an occasion of great fun.

Vocabulary

to carve – вырезать;

business - *зд.* предприятие, фирма;

to get into the act - принимать участие;

store window - *амер.* витрина (*Br.E.* shop window);

servers – обслуживающий персонал;

to get scared out of one's wits - напугаться до смерти;

to brighten – *зд.* украшать;

cobweb – паутина;

charity - благотворительная организация;

Boo! - У-у!;

to bob for apples - ловить зубами яблоки в воде (игра);

bonfire – костер;

to roast - подрумянивать на огне;

marshmallow – зефир.



Exercises:

Ex.1 Make sure if you can read the words correctly. Make up your own sentences with them

Halloween - канун дня всех святых;

pumpkin – тыква;

masquerade party - бал-маскарад, маскарад;

jack-o'-lantern - *амер.* фонарь из тыквы с прорезанными отверстиями в виде глаз, носа и рта;

disguise - *зд.* маскарадный костюм;

haunted house - дом с привидениями;

scarecrow - пугало чучело;

spook – привидение;

to go trick-or-treating – ходить от двери к двери и требовать угощения, угрожай какой-нибудь поделкой.

Ex.3 True or false

- 1 No one had ever celebrated Halloween as a day of great fun.
- 2 The main fun of Halloween is to get scared out of one's wits.
- 3 The tradition of "trick-or-treating" is similar to Russian "shedrovat".

Ex.4 Spooky Halloween quiz

- 1 When is Halloween celebrated?
A December 25th
B February 14th
C October 31st

- 2 What colours are associated with Halloween?
A red and green
B orange and black
C yellow and blue

- 3 What do people traditionally "bob" for at Halloween parties?
A pumpkins
B oranges
C apples

- 4 Which Shakespeare's play begins with three witches on a heath?
A Hamlet
B Richard III
C Macbeth

- 5 How many bones are there in the human skeleton?
A about 50
B over 200
C over 1000

- 6 Who can walk through walls?
A witches
B goblins
C ghosts

- 7 In Britain, if a black cat crosses your path it's considered:
A good luck
B bad luck
C a sign of bad weather to come

8 What is worn around the neck to keep vampires away?

- A garlic
- B onion
- C pepper

9 In Scotland, what vegetable was traditionally carved into a jack-o'-lantern?

- A watermelon
- B a turnip
- C a pumpkin

Ex.5 Speak on “Halloween in the USA” using the following questions

- 1 Who celebrates Halloween in the USA?
- 2 What are the symbols of the holiday?
- 3 How do people celebrate Halloween?
- 4 What are the common Halloween activities?
- 5 What is a Halloween party?

Why do you give your houses names?



House naming started many years ago with rich people naming their homes. The rich named their Halls, Houses, Manors, Castles, and Lodges according to ancestry, location, and family titles: Norfolk House (Duke of), Belvoir Castle (overlooking the Belvoir Valley); etc. Gradually over the years other people began to give names to their homes too. All houses in towns and cities have a number. Very few have just a name and majority do not have names.

Street Numbering: Street numbering was introduced by act of Parliament in 1765. Every house in a town and city has a number followed by the name of the road it is in e.g. 26 Avebury Avenue. The first house in the road is number one and the last house is the number of buildings in the street. The number identifies the location of a property in a road and so makes it easier for the emergency services to find houses quickly. Odd numbers are usually assigned to the left side of the street and even numbers to the right.

Here are some of the UK's favourite house names from the Halifax Survey 2003:

Rose Cottage, Ivy Cottage, Sunnyside, Woodside, Meadow View, Primrose Cottage, Honeysuckle Cottage, Lilac Cottage, Willow Cottage, Oaklands, Mill House, The Old Post Office.

The most Common Themes for House names in Britain

House names today are inspired by a bewildering array of sources: everything from location and local history to literature and legends.

Animals and birds: Badgers Cottage, Cuckoo Cottage, Fox Hollow, Mole End, Nightingale Cottage, Robin Hill, Squirrels Leap, Swallow Barn. Trees: Orchard House, Woodlands, Treetops, Oaklands, The Willows, The Laurels, The Beeches and The Firs.

Plants and flowers: Rose Cottage, Primrose Cottage, Lilac Cottage, Poppy Cottage.

Locations and views: Hillside, Hillcrest, Sunnyside, Woodside, Meadow View.

Historical: The Coach House, The Old School House, The Old Vicarage, The Old Post Office, Mill House, The Granary and The Grange.

Fairytales and Old Favourites: Thimble Cottage, The Little House, The Nutshell, Whispers, Wishing Well Cottage and The Nest.

Exercises:

Ex.1 Find the equivalents

Поместье, замок, называть (давать имя), титул, четный, нечетный, постепенно, собственность, экстренные службы, опрос, вдохновлять, легенда, «Домик крота», «Лисья норка», «Ореховая скорлупка», «У вершины холма», «Дубовый край», «Дом старого викария», «Домик барсука», «Домик с видом на луг».

Ex.2 Answer the questions

- 1 Do houses in our country have names?
- 2 Do many English houses have their own names?
- 3 When was street numbering introduced?
- 4 Why is it easier for a house to have a number?
- 5 What are the most popular house names in Britain?
- 6 Is it convenient to have a house with a name?
- 7 Would you like to have house with a name?
- 8 What are the most peculiar house names for you?

Ex.3 Translate into English

У англичан есть традиция давать своим домам имена. В соответствии с опросом, проведенным в Галифаксе самые популярные названия это: «Домик у ив», «Дубовый край», «Солнечный домик», «Увитый розами» и другие. Все дома в городах имеют номера, и лишь некоторые имеют только названия. Нечетные номера расположены на левой стороне, а четные на правой. Если у дома есть номер, то экстренным службам легче его быстро найти.

Ex.4 Think, please, what advantages and disadvantages you have when you live in a house with a name.

Unit 5 Oral topics

Topic 1

About myself and my family

Appearance

Vocabulary

Height: tall, short, medium, leggy

Build: plump, fat/thin, slender, lean (men), slim (women), graceful

Stature: tall, short, average

Looks: attractive, handsome (men), beautiful, pretty, charming, good-looking, ugly

Face: shape: round, square, oval

Complexion: dark, fair, pale, sun-tanned, freckled, wrinkled, tired, healthy

General features: delicate, regular, sharp, prominent, wearing much/little/no make-up; having a mole/birthmark/scar on the cheek/chin

Hair color: blonde-haired, brown-haired, dark, red-headed, fair, grey-haired, dyed

Hair type: silky, curly, straight, wavy, thick, thin.

Hair style: a hair-cut, a hairdo, to wear a fringe, her hair was caught with a ribbon, plaits, braids, ponytail, bald

Facial hair: clean-shaven, bearded, moustache

Forehead: protruding/hollow forehead, bulging, high/low, broad/narrow

Nose: big, little, short, long, fleshy, snub, hooked, aquiline, straight, wide, narrow-nostrilled,

Eye color: grey, blue, dark, green, hazel, steel-grey

Eye description: glassy, big, little, round, close-set, deep-set, cross-eyed, piggy eyes, dark bags under the eyes, a piercing look/glance

Ears: big, little, lobes, cauliflower ears

Chin: double, smooth, pointed, massive, round, firm

Jaw: square, strong, long

Neck: short, long, thick, thin

Shoulders: broad, square, stooped

Walk: easy, limping, steady/unsteady, heavy/light

Age: to look younger/older than ..., middle-aged, elderly, youthful

Exercises:

Ex.1 Someone has stolen a woman's bag. You are a witness. Try to describe the thief.

Ex.2 You can't meet your friend at the airport. Ask your colleague to meet him/her and describe him/her.

Ex.3 You love your little niece/nephew so much that you want everyone to love her/him either. But unfortunately you left the picture at home. Describe the kid to your friends.

Ex.4 Match the opposite traits of character. Say who of your friends, relatives or acquaintances have such traits.

Ex.5 Try to find the Russian proverbs equivalent to the English ones. - *Four eyes are better than two. -A closed mouth catches no flies. -A fair face may hide a foul heart.*

Ex.6 The range of emotions is wide. Study these words and expressions and describe your emotional condition right now, yesterday or at some moment in the past: *to feel happy, to be in... mood, to feel scared/guilty/furious/lonely/, to be in bad temper; admiration, excitement, pride, joy; anger, annoyance, irritation, despair, humiliation, embarrassment, envy, jealousy, shame, terror, to display, to hide, to control emotions; to cope with one's feelings easily, to lose one's temper, to fly into rage, to burst out crying/laughing*

Ex.7 Speak about people using the following outline

Appearance: age, height, build, face, hair, eyes, complexion, clothes

Background: family, education, occupation

Character, temperament

Hobbies, tastes, interests, with regard to people

Traits of Character

Positive: polite, modest, quiet, industrious, honest, wise, knowledgeable, obedient, generous, sincere, broad-minded, easy-going, self-possessed, just, brave, courageous, merry, frank, careful, strong-willed, grateful, good-humored, earnest, respectable, witty, devoted, gentle

Negative: shameless, noisy, lazy, deceitful, silly, ignorant, naughty, greedy, cruel, intolerant, hot-tempered, shy, envious, hostile

There are some interesting expressions characterising people. Guess what kind of person they describe.

A pain in the neck	1 She talks on and on about her opinions and ideas.
B a rolling stone	2 He's always got his head in the clouds, always fantasizing.
C a slow coach	3 Everyone thinks he'll get rapid promotion. He's destined to succeed.
D a tomboy	4 He loves taking dangerous risks.
E a daydreamer	5 He dresses and behaves in a very careless, often (disgusting way.
F a dare-devil	6 She's a girl who likes to play rough, boys' games.
G a battle-axe	7 He's a bit wild, always getting into fights and other trouble.
H. a golden boy	8 She's very aggressive and bossy. She likes to dominate.
I a tear away	9 lie's a real nuisance. I can't stand him.
J a wind bag	10 He's always slow and behind the others in his work or studies.

K. a slob	11 He can't settle down. He goes from job to job, place to place.

Exercises:

Ex.1 Match the favourable adjective the with the unfavourable adjective

1 amusing 2 clever 3 calm 4 cheerful 5 generous 6 hard-working 7 humorous 8 polite 9 honest 10 ambitious

A dishonest B shy C rude D naughty E miserable F greedy G stupid H lazy I boring J no sense of humour

Ex.2 Match the sentences with the adjectives.

1 You are generally aware of other people's feelings. 2 You find it difficult to meet new people. 3 You often make people laugh. 4 When decisions have to be made, you think first of yourself. 5 Your friends can trust you and rely on you. 6 You generally like other people's company. 7 There are lots of things you want to do in your professional life. 8 You are usually a happy, smiling person. 9 You are interested in other people and their business. 10 Sometimes you don't tell the truth because you don't want to hurt someone's feelings.

A sociable B reliable C sensitive D tactful E witty F selfish G ambitious H inquisitive I cheerful J shy

Ex.3 Read and translate the following dialogue

-Please, marry me Phiona! I want you, I need you, I love you.

-I'm sorry, Charles, but I can't.

-Oh, Phiona! Why not?

-Well, Charles. I like you, I like you a lot but ... I don't love you.

-But, Phiona, love isn't everything.

-Oh, Charles, you don't understand. For me love is everything.

-Do you ... love another man, Phiona?

-Yes, Charles, I do. James.

-Not James Milton?

-Yes, James Milton.

-Bur he doesn't want you. He is engaged.

-I know.

-But, Phiona, James isn't a rich man. I can give you everything. What do you want? Clothes? Money? Travel? A big house?

-No, Charles. I don't want these things. I only want James!

Personal traits of character

When we meet people for the first time we always make a judgement based on their appearances though the proverb tells us not to make this mistake. Still we look at the face, try to guess age or profession, listen to the way a person speaks. The same way other people might estimate us. Let's try to look at ourselves as if we are strangers and this criticism might help us improve our character.

Certainly, the very first look is at your face and build or figure.

If your face has a rosy complexion and your bright eyes shine at the world you are a person who spends a lot of time outdoors, doesn't sit in front of telly and combines work and fun reasonably. The well-combed hair and neatly cut nails will tell everyone that you are a tidy person who respects yourself and the people around you. A stooping back and badly cleaned teeth wouldn't be considered positive and would betray your dislike of physical exercise and laziness. Now, what can you say about your appearance?

The world of emotions makes its imprints on appearance, too. What emotions are the most frequent in your life? /joy, sorrow, anger, excitement, shame, pride, enthusiasm, loneliness, misery, love.

If you are a strong-willed person you never give up and behave calmly whatever happens in your life. Only weak people scream or fly into a rage. Good-humoured people take things as they are.

Much is connected with your attitude to people. If you are communicative, sociable people would appreciate you and you would have lots of friends. On the contrary, tactless, false and deceitful persons often stay alone.

Certainly, there is no ideal person in reality but if we tried to portray such a person they would possess the following qualities: He/she must be kind-hearted and friendly, but modest at the same time. Generosity and sincerity are the traits that would attract everybody. A good friend is a person who is interesting to speak to – he must be witty and intelligent. Vain and impudent people are very difficult to deal with, they consider themselves the hub of the universe and never try to look at themselves

critically. There are no ideal people. We should take the world as it is but try to improve it starting with ourselves.

What positive qualities do you consider absolutely necessary for everyone? Which negative traits can't you agree with? Why?

Describe one of your friends and speak about his/her positive and negative traits of character. Speak about yourself. Which traits would you try to develop in yourself? Which ones have to be rooted out?

Topic 2

Some aspects of British university life

A university in Great Britain is a place of higher education to which young men and women may go after finishing the course at a high school, that is, when they are about eighteen years old.

It is true that most students go to a university to study some special subject or group of subjects, knowledge of which will make it possible for them to earn their living as doctors, lawyers, engineers, teachers, etc. But it is recognized that a university must do more than supply the facts of medicine, law, engineering or whatever a man may have to do or teach: it must train its students in such a way that they themselves will always be eager to search for new knowledge and new ideas.

Of the full-time students now attending English universities three quarters are men and one quarter women. Nearly half of them are engaged in the study of arts subjects such as history, languages, economics or law, the others are studying pure or applied sciences such as medicine, dentistry, technology, or agriculture.

The University of London, for instance, includes internal and external students, the latter coming to London only to sit for their examinations. Actually most external students at London University are living in London. The colleges in the University of London are essentially teaching institutions, providing instruction chiefly by means of lectures, which are attended mainly by day students. The colleges of Oxford and Cambridge, however, are essentially residential institutions and they mainly use a tutorial method.

This tutorial system began at Oxford and Cambridge, where each college is a world of its own, with the students in residence, and they can easily appoint tutors to look after each student individually. The system is

also used to some extent in the other universities to supplement lectures. Generally speaking there's one member of the teaching staff for every eight student in the universities. The tutorial system brings the tutor into the close and personal contact with the student. The colleges of Oxford and Cambridge, being residential, are necessarily far smaller than most of the colleges of the University of London.

Education of University standard is also given in other institutions such as colleges of technology and agricultural colleges, which prepare their students for degrees or diplomas in their own fields.

The three terms into which the British University year is divided are roughly eight to ten weeks. Each term is crowded with activity. The students have vacations between the terms.

A university usually has longer holidays than a school, and in England, in addition to the long summer holiday, which lasts three or four months, there are a few weeks at Christmas and Easter during which the students can go home. Many of them arrange to travel in July, August and September, partly for pleasure and partly for study. The students of some universities, who have to earn the money to pay for their education, spend the summer in doing various kinds of work. But it is not always easy to find employment.

If a person has a London degree, that means he has graduated from the University of London. A person studying for a degree at a British university is called an undergraduate; one who has taken a degree is called a graduate. B.A. or B.Sc. stands for Bachelor of Arts, or of Science, the first degree. M.A. or M.Sc. denotes Master of Arts, or of Science. One can become a B.A. after three years of hard study, and an M.A. at the end of five years.

Life at a university is not all hard work. In fact at some universities in England and America success in sports and games seems almost as important as success in studies and it is considered a high honour to be chosen to play for one's university at cricket or football. Students of Oxford and Cambridge meet at almost every kind of sport, including tennis, running and jumping. And sometimes there are sports meetings between American and British universities.

Exercises:

Ex.1 Multiple-choice questions. Choose the right answer

A 1 Arts subjects include (languages, history, psychology).

2 Applied sciences include (dentistry, literature, technology).

3 The University of London includes (internal, foreign, external) students.

4 Many English students arrange to travel in summer for (pleasure, study, getting sunburn).

5 Success in (sports, drama, games) seems almost as important as success in studies.

B 1 A person studying for a degree at a British university is called a(n) (graduate, post-graduate, undergraduate).

2 One can become a B. A. after (five, six, three) years of hard work.

3 A university is a place of (higher, primary, secondary) education.

Ex.2 Be ready to speak on the following topics

Aims of universities, the subjects the students study at a university, the arrangement of English universities, the tutorial system, terms, holidays, degrees, sport and public activities of universities students.

World – class education for all

The Open University was founded by a Royal Decree from the Queen of Great Britain in 1969 and has become a world leader in correspondence study.

More than 2 million people have completed the University's course. Prince Charles, Speaker of the Chamber of Communities of Great Britain Betty Buthroyd, former prime-minister of Great Britain Wilson and other prominent state and public figures are among those with honorary doctorates from the University. The Open University received the Queen's Charter. The World Association of Education in Vancouver has recognized the university as the largest educational project of the twentieth century.

The program of the Open School of Business gives the opportunity to receive a Professional Certificate in Management – the first step in professional training (which can be fulfilled in one-and –a –half years, passing three course-modules), Professional Diploma in Management – corresponding to a Bachelor's degree (1.5 – 2 years, four courses), and an MBA – Masters in business Administration – a higher internationally recognized degree for managers (2 years, courses taught in English).

The teaching method is specially designed to facilitate independent study. Situations and talks are conveyed on audio and video cassettes by leading managers from different firms, famous economists and scholars. Instruction is in Russian. The Russian translation and adaptation was

arranged by the Open University. All course work and exams are checked by certified tutors in the University. No less than 30% of course work is sent to the Open University's Head Quarters in Great Britain for monitoring.

Information about graduates is published in the appropriate data bases for personnel resources in European management.

The British fund "Know – How" finances the program for developing courses in the countries of the CIS. The cost of the course is therefore notably lower than in West European centres. For comparison purposes: the cost of a course for middle management in the framework of a West European business school ranges from 4-5 thousand US dollars. The cost for those Belarussian citizens selected for the first course will be 680\$, and for each subsequent course 450\$.

At the present time , there exist 250 centres of the Open University in Europe and 38 centres in the CIS. Enrolment has been conducted in Minsk since 1993. More than 400 people have completed the course of study.

Exercises:

Ex.1 A Compare two ways of getting education: studying at a day-time department and at a correspondence department. Which is more available? Is it more difficult to study at a day-time department?

B Compare the English and Belarussian systems of studying by correspondence.

Ex.2 Discuss in pairs

- 1 When did the existence of the Open University start?
- 2 Is it famous throughout Britain?
- 3 In what way did it become available for Belarussians to study in the Open school of Business?
- 4 Do you consider the teaching method very instructive?
- 5 Do students go to Britain while passing their exams?
- 6 Are the courses financed by the state?
- 7 Do centres of the Open University exist only in Europe?
- 8 Has enrolment for studies in the Open University of Great Britain been conducted for a long time?
- 9 Would you like to receive a professional Certificate in Management ? What opportunities would it open for you?

Education

The United Kingdom has three systems of state education – one for England and Wales, one for Northern Ireland, and for Scotland. Each system is run by its own department of education, which works closely with local elected education authorities. In 1990, a national curriculum was introduced in schools in England and Wales to ensure that pupils are taught certain basic facts and skills.

All British children between the ages of 5 and 16 are required by law to go to school. Generally, pupils attend primary school until they are 11 years old, and then they go on to secondary school. There are several types of secondary schools. Some students go to *grammar schools*, which provide a preparatory education for university. Some attend schools that stress a more general, technical, or vocational education. However, most students attend comprehensive schools, which provide all types of secondary school education.

Most schools in the state system are free. About 95 per cent of all schoolchildren attend primary and secondary schools supported by public funds. The rest go to independent schools. The independent schools are private schools supported by fees paid by parents, and by private gifts of money. There are several types of independent schools. The most famous of them are the English public schools, which provide a secondary school education. Although they are private schools, they are called public because the earliest of these schools were established for poor children.

The United Kingdom has about 45 universities. The government tries to see that any student who has the ability to get a university education has the opportunity to do so. More than 90 per cent of students at universities have all or part of their educational expenses paid by private or public funds.

More than 25 new British universities have been chartered since 1950. Many of them have excellent programmes in science, social studies and other fields. Yet the competition among students for entrance into the UK's oldest universities remains keen.

Oxford University was founded in the 1100's, and Cambridge University was founded in the 1200's. They have a greater reputation than other universities because of their age, traditions, and high standards of scholarship. The University of London is the UK's largest university.

In addition to the universities, the UK has many colleges that specialize in art, business studies, teacher training, and technical subjects.

Vocabulary

curriculum – курс обучение, учебный план, программа
comprehensive – обширный, исчерпывающий, объемлющий, всесторонний
support – поддерживать
charter – грамота, устав
keen – острый, резкий, пронзительный

Topic 3

The British Isles

The British Isles consist of two main islands: Great Britain and Ireland. These and over five hundred small islands are known collectively as the United Kingdom of Great Britain and Northern Ireland. Their total area is some 94, 250 square miles. Great Britain proper comprises England, Wales and Scotland. The southern part of the isle of Ireland is the Irish Republic (or Eire).

Britain is comparatively small, but there is hardly a country in the world where such a variety of scenery can be found in so small a compass. There are wild desolate mountains in the northern Highlands of Scotland – the home of the deer and the eagle. There are flat tulip fields round the low marshy land – a blaze of colour in spring, that would make you think you were in Holland. Within a few miles of Manchester and Sheffield you can be in glorious heather – covered moors.

Once the British Isles were part of the mainland of Europe – the nearest point is across the Strait of Dover, where the chalk cliffs of Britain are only twenty-two miles from those of France.

The seas round the British Isles are shallow. The North Sea is nowhere more than 600 feet deep, so that if St. Paul's Cathedral were put down in any part of it some of the cathedral would still be above water. This shallowness is in some ways an advantage. Shallow water is warmer than deep water and helps to keep the shores from extreme cold. It is, too, the home of millions of fish, and more than a million tons are caught every year.

You have noticed on the map how deeply indented the coast line is. This indentation gives a good supply of splendid harbours for ships; and you will note, too, that owing to the shape of the country there is no point

in it that is more than seventy miles from the sea –a fact that has made the English race a sea-loving one.

On the north-west the coast are broken by high rocky cliffs. This is especially noticeable in north-west Scotland, where you have long winding inlets (called “lochs”) and a great many islands.

In Scotland you have three distinct regions. There is, firstly, the Highlands, then there is the central plain or the Lowlands. Finally there are southern uplands, “the Scott country,” with their gently rounded hills where the sheep wander. Here there are more sheep to the square mile than anywhere in the British Isles.

In England and Wales all the high land is in the west and north-west. The south-eastern plain reaches the west coast only at one or two places – at the Bristol Channel and by the mouths of the rivers Dee and Mersey.

In the north you find the Cheviots separating England from Scotland, the Pennines going down England like a backbone and the Cumbrian mountains of the Lake District, one of the Cambrian mountains which occupy the greater part of Wales.

The south-eastern part of England is a low-lying land with gentle hills and a coast which is regular in outline, sandy or muddy, with occasional chalk cliffs, and brown plough-land with pleasant farms and cottages in their midst. Its rich brown soil is deeply cultivated –much of it is under wheat; fruit-growing is extensively carried on. A quarter of the sugar used in the country comes from sugar-beet grown there, but the most important crop is potatoes.

The position of the mountains naturally determined the direction and length of the rivers, and the longest rivers, except the Severn and Clyde, flow into the North Sea, and even the Severn flows eastward or south-east for the greater part of its length.

The rivers in Britain are of no great value as water-ways - the longest, the Thames, is a little over 200 miles – and few of them are navigable except near the mouth for anything but the smaller vessels.

In the estuaries of the Thames, Mersey, Tyne, Clyde, Tay, Forth and Bristol Avon are some of the greatest ports.

The warm currents in the Atlantic Ocean influence the climate of Great Britain. The winters are not severely cold, while summers are rarely hot.

Rainfall is evenly distributed throughout the year.

The percentage of the cloudiness is high, over half the days of the year being overcast; fogs along the coast as well as occasionally in the interior frequently hide the sun. The fogs of London, often made severe by mixture with city smoke, have a world-wide reputation, but one not to be envied.

Topic 4

London

The history of London goes back to Roman times, it is more than two thousands years old. Hundreds of years before our ear it was a small settlement on the banks of the Thames.

In Roman times (to this place, in the year 55 B.C., Caesar came from Rome) it was already a great center of trade. Since then it has grown.

Now London is a political, economic and commercial centre of Great Britain with the population over 8 million.

London is the biggest and busiest port of Great Britain, it is situated on the river Thames which is navigable all the year round. The Thames known to Londoners as «the river» divides it into north and south and connects London with the sea. Twenty bridges span the river. They bring raw material and fuel for the industrial plants and carry British machines, electrical equipment, steel, textiles and other products to different countries.

London is a great manufacturing city. Since the war industry has become more and more concentrated in the centre of London, driving more and more people to live on the outskirts of the city. The most important industries of London are metal-working, engineering, automobile making, shipbuilding.

London is the centre of Britain's cultural life. It houses great national collections, the famous British Museum, the National Gallery, the Tate Gallery, the Portrait Gallery and many others.

The University of London is the largest University in Britain, the principal centre for post-graduate study and research. About one-fifth of the University students in the United Kingdom are the U. of L.

London is the centre of theatrical and musical life, of film production and broadcasting.

Actually there are several London. First there is the City of London. It is situated in the heart of the capital and occupies an area of about one square mile. The City is a financial and business quarter. Many banks and offices are here. Hundreds of thousand of men and women earn their living in the City. Only a few thousand people live in this part of London. But the day population of the City is over 1.000.000.

Westminster is the centre of administration. We can see Houses of Parliament here. It is a beautiful building with two towers and very big

clock called Big Ben. Very often English people hold demonstration near the Houses of Parliament.

Rich people of London live in the West End. Here we can find the finest theatres, cinemas and concert halls, famous museum, large hotel and department stores. There are many parks and gardens in the West End, and among them famous Hyde Park.

Trafalgar Square is in the very centre of London. It was named so to commemorate Nelson's victory in the battle of Trafalgar. The Nelson's column which is in the centre of Trafalgar Square

is 185 feet high. It has a figure on Nelson on the top. Working people often hold meetings and demonstration in Trafalgar Square.

The British museum is situated in West End. It has a wonderful art gallery and one of the largest libraries in the world. The museum was opened in 1859.

The working class of London live in the East End it industrial all the dock areas and most plants and factory There are poor houses and many slums in the East End. It on an industrial part of London.

The most popular kinds of transport in London are double-deckers and the Tube. The London Underground which is called the Tube is more than a hundred years old.

Topic 5

The Republic of Belarus

The Republic of Belarus is a sovereign independent state with its own government, constitution, state emblem, flag and anthem. Belarus is a member-state of the CIS (Commonwealth of Independent States) and one of the UN (United Nations) founder members. Belarus is situated in the Temperate Zone of 200 – 500 kilometres away from the Baltic Sea. The climate varies from maritime to continental due to a strong influence of the Atlantic. The territory of Belarus is divided into 6 regions: Brest, Vitebsk, Gomel, Grodno, Minsk, and Mogilev. The capital is Minsk with the population of about 2 mln people. Belarus is situated in Europe in the extreme western part of the East-European Plain. It borders on Poland, the Baltic States – Lithuania and Latvia – in the north-west, on Russia and the Ukraine. It occupies the territory of 207.6 thousand square kilometers and its present-day population is about 10.3 mln people. My country is situated on a plain with a hill range, the highest of which is Mount Dzerzhinskaya (350 metres high).

There are lots of rivers in Belarus. The Dnieper, Neman, Western Dvina, Pripyat, Berezina, Sozh and Viliya are the largest. Besides rivers there are also very many picturesque lakes. They are particularly numerous in the North. The largest of them is Lake Naroch – 80 square kilometres. Many legends about enchanting mermaids that live in deep blue waters are connected with Lake Svityas. Adam Mitskevich dedicated some fine poems to it. (“Svityas” and “Svityasyanka”) This lake is surrounded by an old forest and many people come to have a rest on its banks under mighty pines.

I can't help mentioning the Belovezhskaya Puscha, a wild forest where if you are lucky you can meet free-ranging aurochs (European bison). It's worth visiting especially in summer when the air is suffused with the smells of wild herbs and flowers. If you visit it in winter, you have a chance to meet Belarusian Father Frost. His residence is situated in one of the enchanting places of the puscha. Children and even adults can have fun playing with pretty “snowflakes” and taking photos with dwarfs.

On the 5th of June Belarusians celebrate the day of Saint Eufrosyne of Polotsk, one of the most revered saints in my country. She is a patron saint of Belarus. Eufrosyne was a granddaughter of Prince Vseslav who built the Polotsk Sofia Cathedral. She devoted all her life to God and vowed to Him that she would build a nunnery. It took only 30 weeks to build a stone nunnery located on the place of an old wooden church. The nunnery is still in operation and if you would like to venerate the holy relics, you can easily visit it.

If you are keen on the old architecture, you have a good opportunity to visit some castles: Mir Castle, The Royal Castle in Nesvizh, Lida Castle and of course spend a few days in our former old capital Novogrudok.

Topic 6

Careers in psychology

There are many careers in psychology. Psychology includes both research, through which we learn fundamental things about human and animal behavior, and practice, through which that knowledge is applied in helping people to solve problems. Psychology is an extremely varied field. Psychologists conduct research, serve as consultants, diagnose and treat people, and teach future psychologists and other types of students. They test intelligence and personality.

As scientists, psychologists use scientific methods of observation, experimentation, and analysis. But psychologists also need to be creative in the way they apply scientific findings.

Psychologists are frequently innovators, inventing new approaches to people and societies. They develop theories and test them in their research. As they collect new information, these findings can be used by practitioners in their work with clients and patients.

As practitioners psychologists work in laboratories, hospitals, courtrooms, schools and universities, prisons, and corporate offices. They work with business executives, performers, and athletes to reduce stress and improve performance. They advise lawyers on jury selection and cooperate with educators on school reform. Immediately following a disaster, such as a plane crash or bombing, psychologists help victims and bystanders recover from the shock of the event.

Involved in all aspects of our world, psychologists must keep up with what is happening around us. When you're a psychologist, your education never ends.

Most psychologists say they love their work. They say that they have a variety of daily tasks and the flexibility of their schedules.

The study of psychology is a good preparation for many other professions. Many employers are interested in the skills of collecting, analyzing, and interpreting data, and their experience with statistics and experimental design.

Psychology is a very diverse field with hundreds of career paths. We all know about caring for people with mental and emotional disorders. Some other jobs like helping with the design of computer systems are less well-known. What all psychologists have in common is an interest in the minds and behaviors of both humans and animals.

Unit 6

Psychological texts (Profound level)

Mental Health and Mental Disorders

It looked bad for a while. Kim stopped showing up for the usual handball game after class. In fact, nobody saw him any more outside of class. In school he had always been lively and joking. Now he was distant and dreamy. Normally talkative, he now spoke little. He was preoccupied

and seemed always to be tired. His marks, normally above average, began to go down.

Kim's teachers and classmates were worried about him. Finally, one of the teachers went to talk with Kim's parents. The teacher discovered that there was no cause for concern. Kim was carving a wooden model of the old fishing boat his family had once owned in Korea. It was to be a birthday present for his grandfather, and he had only one week left to finish it. He worked on it every spare moment and late into the night.

Were Kim's teachers and friends wrong to worry about him? No, they were not. The changes they had noticed in Kim could very well have been the symptoms of a serious emotional problem. Such a problem, neglected, could lead to a crippling mental disorder.

As you can see from this story, it is not always easy to recognize a mental health problem. There is a fine line between good mental health and poor mental health. It is not always obvious when the line has been crossed.

Poor mental health affects hundreds of thousands of people. Most people go through periods when they feel depressed and unable to cope with their problems and responsibilities. Usually, though, they find a way of dealing with such feelings. But some people develop serious mental disorders for which they need professional help.

In this chapter we will discuss some of the characteristics of mental health and explain some of the things you can do to promote your own mental health. Then we will examine some of the more common mental disorders and the various ways of dealing with them. Finally, you will learn how to help people with problems and how to get professional help when it is needed.

Promoting Mental Health

Mental health is more than the absence of mental illness. There are degrees of mental health, just as there are degrees of physical health.

Here's an illustration of what we mean by degrees of mental health. Roberto is an average student but a gifted artist. Ever since he was old enough to hold a crayon, he has been drawing. And he draws very well. Even though he is very talented, however, he never lives up to his promise. Somehow, whenever he is entered in a drawing competition, Roberto is late getting his work in. Or it is not the right size. Or it is done sloppily.

His art teacher knows he could do better. But Roberto just won't—or can't—apply himself

One characteristic of mental health is a person's desire to achieve goals that he or she knows can be attained. In Roberto's case, something is holding him back. We can't say that Roberto is mentally ill; he isn't. He has good relations with his family and good friends in school. His academic record is fair. He is not destructive of himself nor of anyone else. Yet, he is not all he could be either.

Kelly, on the other hand, is an average student and an outstanding soccer player. She is one of the smallest girls in her class. Yet, despite her size, she is able to play against much bigger girls. She has quick reflexes and great speed. She works hard at developing her playing skills. At practice she is almost always the last one off the field. She enjoys playing and does it with enthusiasm.

People like Kelly, who enjoy what they do, seem to get more out of life. Perhaps the most

obvious sign of a good state of mental health is a certain zest for what one is doing. Without this zest, you may do reasonably well, be moderately popular, feel relatively secure, and yet find that it is all a little flat. When you have a high degree of mental health, you are better able to reach your maximum potential. You are at your best in your work, your play, and with your friends. In short, you are enjoying yourself more.

How to Improve Your Mental Health

Enjoying oneself is not the goal of mental health. It is a by-product of mental health. Gaining mental health does not mean complete freedom from everyday problems. This is not realistic, nor possible. What mental health involves is the ability to cope with problems while keeping a good psychological balance.

How can you go about improving your mental health? There is no single easy answer. Still, there are some things you can do to promote your mental health. A number of important ones are listed below.

- 1 Set realistic goals for yourself, then achieve them.
- 2 Practice being alone without outside distractions. Learn to be comfortable with yourself.
- 3 Identify your good qualities. Be proud of them and of yourself.
- 4 Make the most of your physical appearance.
- 5 Be yourself. Express yourself openly and honestly.

6 Recognize and face your fears, guilts and hostilities. Accept these as part of being human.

7 Try to see the value in both good and bad emotional experiences.

8 Practice sharing your feelings with others.

9 Build friendships by giving and accepting affection.

10 Join in family, club, or other group activities. Share goals and values.

11 Maintain your physical health.

12 Accept responsibility for what and who you are and for what you do.

13 Develop worthwhile skills.

14 Take advantage of opportunities for new experiences. Learn to enjoy good experiences.

15 Learn from both successes and failures. Make full use of all your experiences.

16 When someone upsets or annoys you, try to put yourself in that person's place.

17 Allow yourself to be pleased with what you are and excited about what you are becoming.

18 Ask for help when you feel you could use it. Understand that accepting help may be good for the person who helps you as well.

19 Recognize that nobody's perfect, including yourself.

Helping Others

You can often help yourself by helping other people. You can help by your behavior. Be warm and honest with others. Accept them for what they are. Listen to other people, weighing carefully what they say. If they seem under stress, try to help them define the problem. Work with them to figure out possible solutions to what is troubling them. Help those close to you to face the consequences of their decisions. Do not, however, be quick to judge another's actions. Finally, you can help others to find positive ways of expressing their emotions. You may find that in acting as a good friend or family member, you yourself have grown.

What Is Mental Illness?

A man living in a small town in the Ozark Mountains of Missouri has a vision. He believes God has spoken to him. He begins preaching to his neighbors. Soon the whole town is in a state of religious fervor. People say

he has a "calling." His reputation as a prophet and a healer spreads. One day he ventures down into the city of St. Louis and attempts to hold a prayer meeting on a main street. He is arrested. When he tells the police that he talks with God, they take him to a mental hospital.

A high school junior moves to a new town with her family. She doesn't like the new

school. She has trouble sleeping and feels tired all the time. She finds it hard to make new friends and feels unable to keep up with her schoolwork. It is hard for her to concentrate. She sees a doctor who tells her she is in perfect health.

She tells her family about her depression. She says she thinks she is mentally ill and needs to see a psychotherapist. Her family ridicules the idea. All she needs to do, they say, is cheer up. The schoolgirl wonders if she could solve her problem by running away or jumping off a bridge.

Defining Mental Illness

Who is right in the illustrations above? The "prophet" or the police? The schoolgirl or her parents? It is not always easy to identify a serious mental disorder. What seems abnormal to some is considered normal by others. Many people in our society—and in other societies—feel that having visions is an important part of religion. Others feel that hearing voices or having visions is a sign of mental disturbance. Had the "prophet" stayed at home in the Ozarks, he might have been considered perfectly normal. In St. Louis, however, he was thought to be mentally ill. This was because his behavior

But just being different doesn't mean that you are disturbed. Sometimes, not going along with the crowd can be the most healthful thing to do. When your friends plan to go riding with someone who has been drinking, for example, your refusal to go along may be the only sensible act in the group.

In the case of the high school student, she herself decided that she was disturbed because she was depressed. But occasional depression is not necessarily a sign of mental disturbance. Everyone feels low from time to time.

The problem is that there are no hard and fast rules for defining mental illness. Even the experts disagree. However, various definitions have been devised, and we shall look at some of the more common ones.

Normal and Abnormal

Some people say that whatever most people in a society do is normal. Therefore, behavior that is different from that of the majority is abnormal. In our society, for instance, taking 10 showers a day would be considered abnormal behavior. This is true because few people take 10 showers a day.

But does abnormal behavior indicate mental illness? Sometimes it does. However, this definition has serious limitations. Most people, for instance, are not particularly creative. Does that mean that highly creative people such as Shakespeare or Einstein were abnormal? Does it mean they were mentally ill? Obviously not. Defining mental illness in terms of normal and abnormal behavior is not always, then, a useful standard.

Legal Insanity

The terms *sane* and *insane* are not used much by workers in the mental health care field. They are mainly legal terms that even lawyers are wary of using. People used to be considered legally insane if they were unable to understand the difference between right and wrong or if they were unable to control their actions. Such definitions have never been easy to apply. The notions of "right" and "wrong" are sometimes hard to pin down. It is even harder to determine whether a person really does understand that what he or she did was wrong. It is equally difficult to determine whether a person could have acted differently in a specific situation. In criminal cases, some defendants enter a plea of innocent on the grounds of temporary insanity. Should they be excused because sanity returned after the criminal acts were committed? The legal approach to defining mental illness has been difficult to use.

Adjustment to Society

Some psychiatrists say that a normal person is one who can get along—physically, emotionally, socially—in the world. Such people are able to earn their living; feed, clothe, and house themselves; and make friends. The abnormal or mentally ill people are the ones who cannot do these things. They cannot adjust to their society. They may not be able to hold a job. They may be unable to cope with the demands of daily life. They may have so much trouble with personal relationships that they avoid people.

This approach to defining mental illness is the one most often used by workers in the mental health care field. It is valuable in that it stresses ability to function rather than a standard of behavior. There are problems with this approach, however. If a society has gone wrong, it may be a sign of health *not* to be able to adjust to it. Thus, people who find it impossible

to function in a cruel or repressive society — Nazi Germany, for example — may be the most healthy ones in it.

The Need for Caution

As we have seen, there are various ways of defining mental illness, none of them entirely satisfactory. However, the fact that it is difficult to define mental disorders does not mean that they do not exist. What it does mean is that we should be very cautious about judging a person to be mentally ill.

If a person behaves in a way that we don't understand, he or she is not necessarily mentally disturbed. We may all behave a little strangely under stress. In addition, mild disturbances are quite common. It is only when a person's problems become so severe that he or she cannot cope with everyday life that it becomes an illness.

The Scope of the Problem

Mental disturbances are a huge public health problem. It has been estimated that 1 of every 10 Americans now needs some form of treatment for mental health problems. In large urban areas, 1 out of 5 people suffers from serious emotional problems. Moreover, mental illness affects teenagers as often as adults. An estimated 10 million people under the age of 18 have mental disorders. At least 1.4 million in this age group suffer from problems serious enough to need professional care.

Many social problems have underlying psychological problems as the cause. These include such widespread and destructive problems as delinquency, divorce, alcoholism, drug abuse, crime, even accidents. The economic cost of mental illness to the nation is conservatively estimated at \$40 billion a year.

More important than these figures, though, is the personal cost of mental illness. People suffering from mental illness miss out on the very things that make life worth living: happiness, love, achievement, creativity, motivation, and personal relationships.

When and How to Get Help

How can you tell when someone—including yourself—needs treatment for a mental disorder? How do you handle your own problems? How do you help someone else? Where do you turn for professional help? We will discuss some of the answers to these questions below.

Coping with Everyday Living

We all face problems in our daily lives. We are sometimes frightened, embarrassed, threatened, frustrated. We are made to feel anger, guilt, inadequacy. Usually, we overcome such feelings. Occasionally, though, we face situations that are beyond our ability to cope. At such times, we may experience symptoms of psychological disturbance.

Sometimes such symptoms can be avoided by the use of certain strategies. For one thing, you can try to avoid unreasonable problems. If, for instance, you find you always argue with another student in your school, you can make plans to see as little of the student as possible. Find different friends. Go to different places. YOU can also try to develop skills for coping with problem situations. The more practice you get in trying different strategies — and the more successful you are — the better adjusted you become. Here are some examples:

1 John wanted to become a paramedic. However, when he looked at the required chemistry course, he knew it was not for him. Rethinking goals and switching to another subject is reasonable coping behavior. On the other hand, switching courses because of a minor setback — a bad grade on one exam — is not good coping.

2 Choosing your own interests is vitally important for your growth. Ben decided to quit the football team and to take up swimming, even though his father wanted him to play football. Such a change may be good for developing Ben's reliance on his own feelings. However, if Ben had quit the football team because he was angry with his father and wanted to hurt him, it would not have been helpful.

3 The best way to get rid of extreme acrophobia (fear of heights) is not suddenly to walk to the edge of a roof and look over. Instead, people should accustom themselves to high places gradually. They should go step by step. The same applies to many other fears and phobias.

4 Suppose you feel you just cannot speak in public. Try to speak to a group whose members not only understand your fear but share it. The desire of all the members to overcome the fear will give support to each one.

5 Everyone runs out of energy now and then. If you find yourself overwhelmed by the pressure and pace of your life, take it easy for a while. Withdraw from some activities. Get away by yourself until you feel like reengaging with the world.

Most importantly, avoid developing behavior patterns that are destructive to yourself or to others. Kicking a younger brother who angers

you may vent the anger. But it also causes you to feel stupid and guilty. A better solution may be to express your anger in words. This allows the other person to take a part in resolving the conflict.

Signs of Mental Disorders

How can you tell when a person's coping strategies are not sufficient? How can you distinguish between the normal disturbances everyone has and a disorder that needs help? What are the warning signs of mental disorder?

In addition to the symptoms described already, the following are other signs:

1 a prolonged and intense anxiety (This is a feeling that something bad is going to happen when there is no real reason for such a feeling.)

2 a severe and persistent depression (Here the person feels low, unhappy, uncaring. A depressed person often has little energy or motivation, withdraws from most activities, and finds it hard to do anything.)

3 a sudden change in mood or behavior that is uncharacteristic (A generally passive person may become very aggressive, change her or his patterns of dress, speech, or actions, and appear strange and reckless.)

4 one or more physical complaints (The person may begin to complain of headaches, nausea, pains, sleeplessness, shortness of breath, or the like. Yet there is no medical cause for the complaints).

5 performance falling far short of earlier promise (Here the person's actions in work, play, or relationships suddenly fall much below what he or she is capable of doing.)

How You Can Help

You can listen. Maybe because so few of us listen much, we underestimate its value. If someone you know has a problem, it may help a great deal just to let her or him talk about it. Do not be critical. Show that you feel the problem along with the person. Learn to indicate your sympathy. Use responses such as "I can tell you're worried" or "I've been down myself. It can be a terrible feeling."

Usually, it is better to let the person think up ways of coping than for you to rush in with advice. It is always good, though, to encourage and reassure the disturbed person. That is primarily what you are there for. You

want to create a calming and supportive situation in which the person is better able to deal with the problem.

Sometimes such talks will not be enough. Despite your efforts, you find that the person is not feeling better. The problem remains unresolved. Then it is time to get outside help. It is better to get such help too early rather than too late. Many tragic outcomes of mental problems could have been avoided if people who knew about the problems had sought help sooner.

You should first encourage the disturbed person to seek outside help for himself or herself. A good contact might be a school counselor, a member of the clergy, or a family physician. In any case, you should recommend someone the disturbed person knows and trusts. If the disturbed person will not seek outside help, you, as a friend, or a family member may make the first contact. Then plan with the outside party how to get help to the person.

Dealing with Emergencies

Sometimes there is no time for talk. A crisis arises. The disturbed person poses a danger to herself or himself or to others. In such cases, those nearby must get professional help even against the express wishes of the disturbed person. One source of help is a hospital emergency room. If the person is too violent to be taken there, call the police. In most communities the police are trained to cope with such emergencies both humanely and effectively.

Many communities have a crisis hotline. People in trouble can telephone at any time, day or night. They will receive immediate counseling, sympathy, and comfort. Hot line have been set up in many communities to handle such specific problems as alcoholism, rape, battered women, runaway children, and suicide. Also, they can provide just a shoulder to cry on if that is all the person needs.

Community Mental Health Centers

In earlier days the mentally ill were sent to mental hospitals called asylums. These institutions were often built in isolated rural areas. The removal of the patients from their familiar surroundings sometimes made their problems worse and made it harder for them to readjust to society later. Patients released from mental hospitals often needed help in coping with the outside world. If the hospital was a long way away from the patient's home, such help was hard to get. Eventually, it was seen that if the

patient was to return successfully to his or her community, the community would have to help.

Congress passed a law in 1963 to provide community mental health services for people in need of such help. Hospitals began releasing patients who would otherwise have been kept in for long-term treatment. Today, it is estimated that 2 million people who, earlier, would have been in hospitals now are being treated in their communities or are not receiving any treatment at all.

Two-thirds of the mentally ill now live with their families and receive professional help from hospitals or clinics on an outpatient basis. While some benefit enormously from the support provided by family members, others cause family members to suffer great hardship. Mental health workers think that the families of mentally ill people need professional assistance to help them deal with a mentally ill family member. Some families do receive counseling, but for many the help is simply not available.

Not every mentally ill person has a family to turn to. The growing number of homeless mentally ill people has prompted mental health workers to question the practice of releasing these patients from hospitals. Lacking any kind of support system, many of them are unable to find jobs or gain acceptance in a community. The plight of the homeless has been receiving widespread publicity. Mental health professionals hope that this publicity will lead to reforms in our mental health care system.

Living with Stress

Six months after a woman's husband dies, she develops cancer. A man wins \$15,000 at the race track. While collecting the money, he collapses and dies of a heart attack. A high school senior has to give a speech to the student body. The morning of the speech she wakes up with a headache after a sleepless night. Another student can't keep still right before he's about to play an important football game. During exam week more than the usual number of students come down with the flu.

All of these people may be victims of stress. They have had to face a stressful situation—or one that seemed stressful to them. Stressful situations are ones that present a challenge to a person's ability to adapt to them. A student facing an exam, a football game, or a first date is undergoing a challenge. In one way or another, the student feels pressure and the need to adjust to it. The student feels stress.

People react to stressful situations in different ways. Some high-strung, or very nervous, people react strongly to stress. They routinely come down with illnesses or suffer accidents in stressful situations. Others are able to adapt to similar situations without undue difficulty. Still others have learned to control their reactions to stress and to lessen the effects of stress on their physical and emotional health.

Yet stress is also a normal part of life. It can, in fact, be crucial to people's well-being. Without the challenge of stressful situations, human beings might never feel the need to develop their potential.

This chapter discusses the paradox that stress can both help you and cause you harm. It also deals with the causes of stress and how people respond to it. It explains the body's stress mechanism and discusses the relationship between stress and disease. Finally, it explores how you can learn to cope with the stresses of life.

What Is Stress?

The word *stress* can be confusing because it is used in different ways. For example, we might talk about the stresses of city living. By that we mean such factors as noise and traffic that cause us to feel strain and tension. Or we might say that a person is suffering from stress. In this case, the word is used to mean the strain or tension itself.

For clarity, in this chapter we will follow the practice of stress researchers. They use the word *stress* or when they refer to situations or things that cause stress. Examples of stressors in a city might be rushing crowds, wailing sirens, traffic jams, and the like. The illness of a parent or a separation from one's family can also be stressors.

Researchers use the word *stress* to refer to the individual's reaction to stressors. Thus, in this chapter we will use the word *stress* when we are talking about the body's internal responses to a stressful situation—to a stressor.

Positive Effects of Stress

Stress can have positive effects too, though. If you've ever watched any major sporting event, you may begin to understand. Picture Chris Evert Lloyd before a Wimbledon championship or Kareem Abdul-Jabbar before an important basketball game. Both of them are under stress to do their best. They will have to "get up" for the stressor—the match or game. Stress can, then, help people to meet a challenge. Think of a challenge in your life

such as getting up the nerve to talk to someone you've been wanting to meet for over a month. That anxious feeling could be just the push you need to make the first move. Stress is often useful in pushing you to do your best. The trick is to develop the ability to use stress positively rather than to be defeated by it. By understanding what stress is you can minimize its harmful effects.

Negative Effects of Stress

You are probably aware of the negative effects of stress. You feel bad; perhaps you get headaches and upset stomachs. Such unpleasant physical reactions can keep you from coping with the stressor. Reggie, for example, got a migraine headache two days before his final exam. As a result, he was not able to study as much as he should have. Likewise, Tina was so anxious about her upcoming relay race in a dual track meet that she couldn't sleep. She showed up tired and nervous and, as she feared, did not do well.

Both Reggie and Tina suffered from the negative effects of stress. Their physical reactions to the stressor prevented them from doing what was necessary to adapt to it.

Causes of Stress

To be alive is to experience stress. The stress-ors in modern life seem endless. They include everything, both inside and outside your body, that challenges you to adapt either physically or emotionally. Some stressors clearly affect you physically. These include heat, cold, glare, pollution, and sudden or continued noise. Other stressors affect you psychologically. These include events or situations that bring out such emotions as fear, anxiety, depression, anger, joy, and love. A math class can make you anxious. A birthday party can make you happy. And you can become depressed from being lonely.

Stressors, then, are not necessarily bad. Many of the good things in life are stressors.

Thus, an argument with a parent is a stressor, but so is going out on a date. Feeling left out is a stressor, but so is being popular. Not having enough money is a stressor, but so is sudden wealth. A busy schedule that leaves little time for relaxation is a stressor, but so are idleness and boredom. Hard physical work and strenuous exercise are both stressors. Driving in heavy traffic is a stressor, and so is watching a horror movie. All illnesses are stressors.

The important point is that stress comes in many forms. Whether the stressor is basically positive or negative, a challenge must be met.

Environmental Stressors

Until recently, people paid little attention to the stressors in such environments as homes, workplaces, and recreational facilities. They simply assumed that human beings could adapt to almost any environment. Now, however, increasing attention is being paid to such environmental stressors as noise, glare, air pollution, and insufficient light. In some workplaces, pollution is checked regularly. In others, sound proofing is installed to dampen noise.

If you examine a large department store, you will see that much is done to create a pleasant environment. Store owners and managers try to minimize stress from noise and glare in order to make their customers feel comfortable. Often the floors are carpeted to reduce noise, and the lights are subdued. Frequently, soft music is played in the background. Large shopping malls usually have plants and trees to give a pleasant feeling to the area. Often fountains are included to soothe the shopper with the sound of rushing water and to mask other noises.

Store owners provide pleasant surroundings because they know that people respond negatively to environmental stress. In a place that is crowded, noisy, and hectic, the only desire people have is to get away as soon as possible. This does not help business. So merchants go to great expense to give their stores as inviting and as relaxed an atmosphere as they can.

How We Respond to Stress

Some people will say a glass is half empty. Others will say it is half full. Similarly, different people react differently to the same stressor. In one person a stressor arouses great anxiety and distress. In another, the same stressor appears no more than a simple challenge.

For example, Janet and Peter both have an economics exam on Friday. Janet has a solid B grade average. She has turned in her homework regularly and has kept up with her classwork. Peter, on the other hand, dislikes economics. He has trouble with his homework and barely passes the tests. Naturally, Janet and Peter have different feelings about the exams on Friday. She feels confident about it and, in fact, hopes to do well

enough to raise her average. He has been worried all week and fears that this test will cause him to the course.

Circumstances also have a lot to do with the way people react to stressors. Willie Joe, for example, broke his ankle in football practice the day before the season started. He was upset at missing the season. But since he was only a junior, he knew he would have a chance to play the next year. How different his situation was from that of Gavin, a senior, who had to miss the season because he came down with hepatitis. Gavin was hoping for a good year and an athletic scholarship. It was his only chance of affording a college education. Willie Joe viewed his situation as a tough break while Gavin viewed his situation as a tragedy.

This is one criticism of the Holmes-Rahe scale for rating life changes. It is hard to assign a value to a life change without knowing the circumstances of the person undergoing the change. Losing a job may not mean much to someone with a large fortune. But to a person with financial problems, the loss of a job may seem like the end of the world. The impact of any stressor on a person varies with many

factors. Some of these factors are the person's age, social status, income, cultural background, stage in life, and previous experiences.

People's responses to stressors are also affected by how much control they have—or think they have—over the situation. The impact of a stressor on someone who feels unable to do anything about it can be overwhelming. On the other hand, if a person feels he or she can do something, the stressor may be viewed as a welcome challenge.

Personality Differences

The amount of stress in a person's life also depends to a large degree on the individual's personality. Researchers have described two basic kinds of personalities, which they call Type A and Type B. Type A people are hard-driving, hurried, and tend to have a short fuse. They are often praised for their dedication and their obvious desire to succeed. Type B people, on the other hand, are outwardly composed and relaxed. They tend to speak more softly and be less aggressive than Type A people.

Type A people are more likely to feel stress than those who are Type B. Recent research indicates that Type A people are also more apt to have heart disease and other stress-related diseases. When Type A people change their impatient behavior by learning to relax, they reduce their risk of developing heart disease.

Signs of Stress

You go to a party where you know almost no one. Your throat suddenly feels dry and you develop a nervous cough. Your best friend, in the same situation, tends to giggle a lot, even when there's nothing to giggle about. Later on, when you and your friend feel at home with the group, you find that the cough and the giggle disappear. Or maybe you were not aware of them at all.

There are many signs of stress. The signs vary from person to person and from time to time in the same person. A cough, a giggle, a nagging pain in the back—all these can be symptoms of stress. Some people get physically sick with nausea and diarrhea, while others have nightmares. Still others drink alcohol or use drugs. Some people get angry and loud when they are under stress, while others withdraw and get very quiet.

There is a tendency, however, for any one person to respond to stress with the same symptom. The first step in coping with stress is become aware of how your own body responds. That will enable you to recognize when i are under stress.

The Stress Mechanism

Whenever the brain perceives a stressor, it activates the body. In the brain is an organ called *hypothalamus*. The *hypothalamus* is a control center. It tells the body that a stressor is sent by activating two systems. The *autonomic nervous system* releases adrenaline into the bloodstream. The *endocrine system* releases hormones that travel through the bloodstream to the adrenal, thyroid, and other glands. When the two systems are activated, the heart rate increases and blood pressure rises. In addition, blood leaves the stomach area and goes to the arms, legs, and brain.

There is no need to digest food if the brain says it is time to run or fight. Scientists call this arousal of the body under stress the *fight-or-flight mechanism*. It prepares the body for action.

The initial response to stress is called the alarm stage of the stress mechanism. The next stage is the *resistance stage*. In this stage the body tries to resist the stressor. The length of stage depends on the nature of the stressor and its intensity and on the body's ability to adapt to it. Once people get used to a stressor, they do not experience as much emotional stress.

Eventually, however, if a severe stressor continues too long, the third stage of the stress mechanism occurs. This is called the *exhaustion stage*. Quite simply, the body's ability to resist the stressor is used up. It can no longer resist the stressor. In the most extreme cases, the person who reaches the exhaustion stage dies.

While death as a result of prolonged stress is rare, other physical damage is not. Even when people get used to a stressor, their bodies may continue to react. For example, when Rita graduated from high school and went to work in a large office, she found herself exposed to a great deal of noise. Typewriters clattered all day long. Telephones rang constantly. Machines hummed and rattled endlessly. As a new employee, Rita was extremely conscious of the noise and felt acute stress. Her pulse and blood pressure rose. She had many second thoughts about the job. Moreover, she developed headaches and indigestion frequently. After a while, however, Rita became used to the office. She adapted to noise—at least emotionally—and became less aware of it. But even though she adapted emotionally to the stressor, her body continued to react. In time, her health was affected. She developed an ulcer, which is a stress-related disease.

Living with stress is not always simple. You may not be doing as well as you think you are.

Stress and Disease

Excessive stress is linked to a wide range of diseases, both physical and mental. People who are under great stress are more likely to have ulcers, heart attacks, or infections, or to die suddenly. In addition, they are more apt to have accidents or athletic injuries.

Mental illnesses linked to stress include schizophrenia and depression. People under stress are more likely to be hospitalized with these diseases and to attempt suicide.

Numerous studies have established the link between stress and diseases. Researchers have found, for example, that people are far more likely to become ill during the year following a divorce. They have also found that the death rate among widows and widowers is very high during the first year of widowhood. In fact, 10 times as many widows and widowers die during that year as do other people in the same age group.

In addition, the stressful Type A personality pattern is believed by some to be a major cause of heart disease. In one study, more than 3,500 men were observed over a 10-year period. It was found that those with Type A behavior were almost three times more likely than those with Type B

behavior to develop heart disease. Not all scientists accept the idea that personality in itself contributes to heart disease, however. They point out that other risk factors, such as cigarette smoking and high blood pressure are more common among Type A personalities. Thus, the personality itself may not cause heart disease. Rather, it may be the risk factors associated with the personality that do.

Individual Responses to Stress

Why should one person under stress develop an ulcer and another asthma? Why should one student get the flu or a cold during exam week, while others get headaches or feel tired? And why are most students not sick at all?

Part of the reason seems to be that certain people inherit certain weaknesses. One person might have inherited defective genes that make her or him more likely to have an ulcer. Another might have a genetic defect in the nervous and cardiovascular systems. In times of stress, the blood flow to that person's head may change and cause headaches. Yet another person may have a defective respiratory system. Stress may cause that person to have colds.

Anybody who is ill is under some stress, of course, since disease itself is a stressor. And the way people react emotionally to a disease can affect the course of the disease. Some people, for example, feel angry or afraid when they suspect that they have cancer or heart disease. Their anger or fear makes them put off seeing a doctor. By so doing, they reduce their chances of being treated successfully.

Psychosomatic Illness

You may often hear someone say about an illness: "Oh, it's only psychosomatic." *Psychosomatic* refers to bodily (somatic) illnesses brought on by a person's psychological stress. Some people think that a psychosomatic illness is not real, that "It's all in the mind." Nothing could be further from the truth. Psychological factors *can* affect physical health. By the same token, physical factors can affect a person's psychological state. The following two examples illustrate the interplay between psychological and physical stress and a person's mental and physical well-being.

Evelyn loves science and does well in it. So well, in fact, that she won a statewide competition in physics. Just after that, she noticed that her best

friends at school became very cool toward her. She began to worry about being liked. She felt lonely, and even doing well in her schoolwork didn't make her feel any better. She developed what seemed to be a perpetual case of the sniffles and a nagging cough that wouldn't go away.

Evelyn was suffering from psychological stress. Just when she thought she would be most happy, she was most miserable. Her psychological stress led directly to a weakened physical state and a nagging, unpleasant ailment.

Jeff, on the other hand, is in good physical health and has no problems with his friends. He is on the first-string basketball team, and the city championship is coming up. At this time, his mother injures her back in a fall. His father, a salesman, is on the road. This means Jeff has an extra work load at home. He has to do all the laundry and shopping and prepare meals for himself and his little sister. He has to do all of this after coming home from a hard practice. Then he has to do his schoolwork after he has finished that.

He feels pressured. Even though he understands that his mother needs him, he still gets irritated. One night he yelled at his sister and walked out of the house slamming the door. He knows things will ease up when his mother recovers, but that doesn't help his mood. He finds himself impatient with everyone, and even his teammates are beginning to resent it.

Jeff is experiencing several outside stressors: the upcoming game, his extra work load, and his regular schoolwork. These have created physical stress for him. He is tired all the time, and his short temper is a result. Thus, we see that physical stress can lead to a change in psychological state. Jeff is normally a vigorous, secure young man. Now he is a tired, grumpy one. The point to remember is that there is no split between the mind and the body. The ancient Romans used to say "mens sana in corpore sano." This means "a sound mind in a sound body." They understood that if either one was ill or under stress, the other would be affected also.

Stress Can Be Helpful

One important discovery researchers have made is that a certain amount of fear and worry about

a stressful situation can be helpful. Indeed, it may even be necessary for coping successfully with the situation.

As an example, investigators cite a study of people going into surgery. The people reacted to the situation in three different ways. Some were

moderately fearful, asking questions about the operation and showing tension from time to time. They showed they were concerned about the dangers of the situation. Others were highly fearful. They tried to postpone the operation and slept poorly. The third group gave little evidence of feeling fear. They were cheerful and optimistic and gave no indication that they felt they would come to harm.

Interestingly, the ones who made the best emotional adjustment after the operation were the first group—the moderate worriers. It seems that their "constructive worrying" had pared them for what was to come. The highly fearful ones remained in that state, showing great anxiety after the operation.

They were very reluctant to help in the recovery procedures. And the outwardly calm ones were most likely to be resentful and angry. They had not come to terms with the fact that the operation would have unpleasant effects. When they found themselves uncomfortable, they became emotionally upset. This study indicates that a little worry and apprehension before a stressful situation can help people cope with it. It helps them to build inner defenses and prepare for what is to happen.

You may have noticed something similar when one of your classmates was preparing to give a report to the class. You saw how he or she practiced, worrying about what it would be like to stand in front of the whole class. This worrying and anticipation probably helped the student. A student who did not worry might have an unpleasant surprise. She or he may be caught off guard and suddenly freeze up.

Avoiding Unnecessary Stressors

One way of dealing with stress is to avoid unnecessary stressors. You can do this by avoiding potentially stressful situations or circumstances. For example, overwork is a stressor. It makes you feel anxious and tired. If you let school assignments pile up, you will suddenly find you have too much to do. You will feel

Controlling Stress Responses

You can deliberately develop skills to help you cope with stress. Sometimes something as simple as getting away from a situation for a few hours or for a weekend can help. You can also try to alter the way you interpret a stressful situation. For instance, if a teacher is abrupt with you,

you might feel anxious. You probably think he or she is angry with you. But think about it; there might be another explanation. Perhaps the teacher has had a bad night's sleep, or is feeling sick, or is troubled by things that have nothing to do with you. Or say a friend passes you in the hall and ignores you. Your immediate reaction might be to feel hurt and assume that the friend is upset with you. But it's also possible that the friend is preoccupied and simply didn't see you. Once you begin to think of alternative explanations for stressful events, you may be able to reduce your own stress.

Open, honest communication can also relieve stress. Many of the interpretations we make are incorrect. If we check out our assumptions with another person, we learn the truth and, in the process, feel relief from stress are useful for easing the severe effects of stress. However, they do have drawbacks. They can cause adverse reactions. They can prevent people from facing up to a stressful situation. And there is always the possibility of developing a dependency on them. Drugs should be seen as a short-term measure only. They are useful for crises, but they are not appropriate as a day-to-day method of coping with normal stress.

Exercise

Physical exercise is most useful in controlling stress. It stimulates the fight-or-flight behavior and probably burns off stress hormones. Many people find that jogging, walking, and other forms of continuous, rhythmic exercise help to release tension. Exercise also helps them to stay in good physical health, of course.

Drugs

Some doctors prescribe drugs such as mild tranquilizers for people under stress. The drugs

Relaxation

Many techniques of relaxation have been developed for dealing with stress. Some are fairly simple; others are elaborate and require extensive training.

One method is known as *progressive relaxation*. To practice this, first lie down in a comfortable place, and then alternately tense and relax each major muscle group in turn. Start with the hands and arms then move on to the head, eyes, mouth, neck, shoulders, back, chest, abdomen, buttocks, thighs, calves, and feet.

To relax by *meditation*, set aside a block of time (about 15 to 30 minutes) once or twice a day. Take a comfortable sitting position in a quiet

place where there are few distractions. Concentrate on a calming mental picture or think of a word or phrase and repeat it over and over to yourself. Breathe slowly and easily. Feel yourself relax. Studies have shown that meditation reduces the psychological feelings of stress. It can also reduce pulse rate, blood pressure, muscle tension, and other physical aspects of stress.

Hypnosis, although not a form of relaxation, has been used to help people relax. The hypnotist asks the person to go limp, feel the weight of the body pressing downward, and erase all tension from the muscles.

Yoga is a popular system of exercise, body control, and relaxation. Yoga can vary from simple stretching exercises to elaborate forms of body-mind control. People experienced in the advanced forms of yoga can do incredible things such as alter their heart rate and body temperature. This comes with discipline and training.

You may be surprised to find that the martial arts of the Far East are other systems of relaxation. *Karate*, *kung fu*, *judo*, and *tai chi* all appear to focus on combat. Yet they require a great deal of control of a person's perceptions and reactions. They involve learning an "inner order" that is itself a form of relaxation.

Stress and Life Style

Perhaps the most basic way of controlling stress in your life lies in reordering your life style. Some people seem to be in tune with their surroundings and their relationships with people. They are at ease with their environments. These people probably experience less stress than those who are in constant conflict with their environments. Being in tune does not mean being passive. It does not mean you should ignore problems. Instead, it means recognizing your limits and trying to keep an inner calm. Someone who can remain calm can generally cope with a situation that is difficult. Again, this does not mean ignoring your feelings. If you are angry about something, it is important to deal with the thing that is making you angry.

Danny, for instance, was frequently angry. When he lost his temper at the school outing, no one was surprised. "Happens all the time," his classmates said and thought no more of it. But Danny thought about it that night. He had no idea what made him fly off the handle so often. He would have liked to talk to his parents about it, but he didn't want to bother them. Ever since his baby sister had become seriously ill, they had been very busy with her. Danny sat and watched TV for a while. Then he switched it off, said good-night to his parents, and went to bed—angry.

Danny knew he had a problem. He was afraid it would get worse if he didn't talk about it. So finally he had a long discussion with his parents. The discussion helped all three realize that Danny needed more attention from his parents. They set about finding ways of spending more time together. Danny became more a part of the family, and all three shared in the care of the infant. When Danny goes to bed now, he isn't angry.

Danny was lucky to have someone help him face the real cause of his anger. If you find that you are responding negatively to a whole range of events and stressors, you should think of looking for the underlying stressor that causes that response.

A stress-controlled life style is likely to be balanced between work and play, rest and exercise, and a host of other human activities. It is also likely to be flexible, allowing for changing needs and new experiences. As already mentioned, you will not avoid stress completely. And, as you understand now, you probably wouldn't want to. But the emphasis should be on control.

It has been said that no first-rate performer fails to have stage fright before going on. Performers use this tension to help them prepare the show and to give an edge to their performance. In the same way, if you can control your stress and make it work for you, you can also give an edge to your performance.

Supplement

List of phobias

A

- Ablutophobia- Fear of washing or bathing.
- Acarophobia- Fear of itching or of the insects that cause itching.
- Acerophobia- Fear of sourness.
- Achluophobia- Fear of darkness.
- Acousticophobia- Fear of noise.
- Acrophobia- Fear of heights.
- Aerophobia- Fear of drafts, air swallowing, or airbourne noxious substances.
- Aeroacrophobia- Fear of open high places.
- Aeronausiphobia- Fear of vomiting secondary to airsickness.
- Agateophobia- Fear of insanity.
- Agliophobia- Fear of pain.
- Agoraphobia- Fear of open spaces or of being in crowded, public places like markets. Fear of leaving a safe place.
- Agraphobia- Fear of sexual abuse.
- Agrizoophobia- Fear of wild animals.
- Agyrophobia- Fear of streets or crossing the street.
- Aichmophobia- Fear of needles or pointed objects.
- Ailurophobia- Fear of cats.
- Albuminurophobia- Fear of kidney disease.
- Alektorophobia- Fear of chickens.
- Algophobia- Fear of pain.
- Alliumphobia- Fear of garlic.
- Allodoxaphobia- Fear of opinions.
- Altophobia- Fear of heights.
- Amathophobia- Fear of dust.
- Amaxophobia- Fear of riding in a car.
- Ambulophobia- Fear of walking.
- Amnesiphobia- Fear of amnesia.
- Amychophobia- Fear of scratches or being scratched.
- Anablephobia- Fear of looking up.
- Ancraophobia- Fear of wind. (Anemophobia)
- Androphobia- Fear of men.
- Anemophobia- Fear of air drafts or wind.(Ancraophobia)
- Anginophobia- Fear of angina, choking or narrowness.
- Anglophobia- Fear of England or English culture, etc.
- Angrophobia - Fear of anger or of becoming angry.

Ankylophobia- Fear of immobility of a joint.
 Anthrophobia or Anthophobia- Fear of flowers.
 Anthropophobia- Fear of people or society.
 Antlophobia- Fear of floods.
 Anuptaphobia- Fear of staying single.
 Apeirophobia- Fear of infinity.
 Aphenphosmophobia- Fear of being touched. (Haphephobia)
 Apiphobia- Fear of bees.
 Apotemnophobia- Fear of persons with amputations.
 Arachibutyrophobia- Fear of peanut butter sticking to the roof of the mouth.
 Arachnephobia or Arachnophobia- Fear of spiders.
 Arithmophobia- Fear of numbers.
 Arrhenophobia- Fear of men.
 Arsonophobia- Fear of fire.
 Asthenophobia- Fear of fainting or weakness.
 Astraphobia or Astrapophobia- Fear of thunder and lightning. (Ceraunophobia, Keraunophobia)
 Astrophobia- Fear of stars or celestial space.
 Asymmetriphobia- Fear of asymmetrical things.
 Ataxiophobia- Fear of ataxia. (muscular incoordination)
 Ataxophobia- Fear of disorder or untidiness.
 Atelophobia- Fear of imperfection.
 Atephobia- Fear of ruin or ruins.
 Athazagoraphobia- Fear of being forgotten or ignored or forgetting.
 Atomosophobia- Fear of atomic explosions.
 Atychiphobia- Fear of failure.
 Aulophobia- Fear of flutes.
 Auophobia- Fear of gold.
 Auroraphobia- Fear of Northern lights.
 Autodysomophobia- Fear of one that has a vile odor.
 Automatonophobia- Fear of ventriloquist's dummies, animatronic creatures, wax statues - anything that falsly represents a sentient being.
 Automysophobia- Fear of being dirty.
 Autophobia- Fear of being alone or of oneself.
 Aviophobia or Aviatophobia- Fear of flying.
 B
 Bacillophobia- Fear of microbes.
 Bacteriophobia- Fear of bacteria.
 Ballistophobia- Fear of missiles or bullets.

Bolshephobia- Fear of Bolsheviks.
 Barophobia- Fear of gravity.
 Basophobia or Basiphobia- Inability to stand. Fear of walking or falling.
 Bathmophobia- Fear of stairs or steep slopes.
 Bathophobia- Fear of depth.
 Batophobia- Fear of heights or being close to high buildings.
 Batrachophobia- Fear of amphibians, such as frogs, newts, salamanders, etc.
 Belonephobia- Fear of pins and needles. (Aichmophobia)
 Bibliophobia- Fear of books.
 Blennophobia- Fear of slime.
 Bogyphobia- Fear of bogeys or the bogeyman.
 Botanophobia- Fear of plants.
 Bromidrosiphobia or Bromidrophobia- Fear of body smells.
 Brontophobia- Fear of thunder and lightning.
 Bufonophobia- Fear of toads.
 C
 Cacophobia- Fear of ugliness.
 Cainophobia or Cainotophobia- Fear of newness, novelty.
 Caligynophobia- Fear of beautiful women.
 Cancerophobia or Carcinophobia- Fear of cancer.
 Cardiophobia- Fear of the heart.
 Carnophobia- Fear of meat.
 Catagelophobia- Fear of being ridiculed.
 Catapedaphobia- Fear of jumping from high and low places.
 Cathisophobia- Fear of sitting.
 Catoptrophobia- Fear of mirrors.
 Cenophobia or Centophobia- Fear of new things or ideas.
 Ceraunophobia or Keraunophobia- Fear of thunder and lightning. (Astraphobia, Astrapophobia)
 Chaetophobia- Fear of hair.
 Cheimaphobia or Cheimatophobia- Fear of cold. (Frigophobia, Psychophobia)
 Chemophobia- Fear of chemicals or working with chemicals.
 Cherophobia- Fear of gaiety.
 Chionophobia- Fear of snow.
 Chiraptophobia- Fear of being touched.
 Chiophobia- Fear of hands.
 Chiroptophobia- Fear of bats.

Cholerophobia- Fear of anger or the fear of cholera.
 Chorophobia- Fear of dancing.
 Chrometophobia or Chrematophobia- Fear of money.
 Chromophobia or Chromatophobia- Fear of colors.
 Chronophobia- Fear of time.
 Chronomentrophobia- Fear of clocks.
 Cibophobia- Fear of food.(Sitophobia, Sitiophobia)
 Claustrophobia- Fear of confined spaces.
 Cleithrophobia or Cleisiophobia- Fear of being locked in an enclosed place.
 Cleptophobia- Fear of stealing.
 Climacophobia- Fear of stairs, climbing, or of falling downstairs.
 Clinophobia- Fear of going to bed.
 Clithrophobia or Cleithrophobia- Fear of being enclosed.
 Cnidophobia- Fear of stings.
 Cometophobia- Fear of comets.
 Coimetrophobia- Fear of cemeteries.
 Coitophobia- Fear of coitus.
 Contreltophobia- Fear of sexual abuse.
 Coprastasophobia- Fear of constipation.
 Coprophobia- Fear of feces.
 Consecotaleophobia- Fear of chopsticks.
 Coulrophobia- Fear of clowns.
 Counterphobia- The preference by a phobic for fearful situations.
 Cremnophobia- Fear of precipices.
 Cryophobia- Fear of extreme cold, ice or frost.
 Crystallophobia- Fear of crystals or glass.
 Cyberphobia- Fear of computers or working on a computer.
 Cyclophobia- Fear of bicycles.
 Cymophobia or Kymophobia- Fear of waves or wave like motions.
 Cynophobia- Fear of dogs or rabies.
 Cypridophobia or Cypriphobia or Cyprianophobia or Cyprinophobia - Fear of prostitutes or venereal disease.

D
 Decidophobia- Fear of making decisions.
 Defecaloesiophobia- Fear of painful bowels movements.
 Deipnophobia- Fear of dining or dinner conversations.
 Dementophobia- Fear of insanity.
 Demonophobia or Daemonophobia- Fear of demons.
 Demophobia- Fear of crowds. (Agoraphobia)

Dendrophobia- Fear of trees.
 Dentophobia- Fear of dentists.
 Dermatophobia- Fear of skin lesions.
 Dermatosiophobia or Dermatophobia or Dermatopathophobia- Fear of skin disease.
 Dextrophobia- Fear of objects at the right side of the body.
 Diabetophobia- Fear of diabetes.
 Didaskaleinophobia- Fear of going to school.
 Dikephobia- Fear of justice.
 Dinophobia- Fear of dizziness or whirlpools.
 Diplophobia- Fear of double vision.
 Dipsophobia- Fear of drinking.
 Dishabiliophobia- Fear of undressing in front of someone.
 Domatophobia- Fear of houses or being in a house.(Eicophobia, Oikophobia)
 Doraphobia- Fear of fur or skins of animals.
 Doxophobia- Fear of expressing opinions or of receiving praise.
 Dromophobia- Fear of crossing streets.
 Dutchphobia- Fear of the Dutch.
 Dysmorphophobia- Fear of deformity.
 Dystychiphobia- Fear of accidents.
 E
 Ecclesiophobia- Fear of church.
 Ecophobia- Fear of home.
 Eicophobia- Fear of home surroundings.(Domatophobia, Oikophobia)
 Eisotrophobia- Fear of mirrors or of seeing oneself in a mirror.
 Electrophobia- Fear of electricity.
 Eleutherophobia- Fear of freedom.
 Elurophobia- Fear of cats. (Ailurophobia)
 Emetophobia- Fear of vomiting.
 Enetophobia- Fear of pins.
 Enochlophobia- Fear of crowds.
 Enosiophobia or Enissophobia- Fear of having committed an unpardonable sin or of criticism.
 Entomophobia- Fear of insects.
 Eosophobia- Fear of dawn or daylight.
 Ephebiphobia- Fear of teenagers.
 Epistaxiophobia- Fear of nosebleeds.
 Epistemophobia- Fear of knowledge.
 Equinophobia- Fear of horses.

Eremophobia- Fear of being oneself or of loneliness.

Ereuthophobia- Fear of blushing.

Ergasiophobia- 1) Fear of work or functioning. 2) Surgeon's fear of operating.

Ergophobia- Fear of work.

Erotophobia- Fear of sexual love or sexual questions.

Euphobia- Fear of hearing good news.

Eurotophobia- Fear of female genitalia.

Erythrophobia or Erytophobia or Ereuthophobia- 1) Fear of redlights. 2) Blushing. 3) Red.

F

Febriphobia or Fibriphobia or Fibriophobia- Fear of fever.

Felinophobia- Fear of cats. (Ailurophobia, Elurophobia, Galeophobia, Gatophobia)

Francophobia- Fear of France or French culture. (Gallophobia, Galiophobia)

Frigophobia- Fear of cold or cold things.(Cheimaphobia, Cheimatophobia, Psychrophobia)

G

Galeophobia or Gatophobia- Fear of cats.

Gallophobia or Galiophobia- Fear France or French culture. (Francophobia)

Gamophobia- Fear of marriage.

Geliophobia- Fear of laughter.

Gelotophobia- Fear of being laughed at.

Geniophobia- Fear of chins.

Genophobia- Fear of sex.

Genuphobia- Fear of knees.

Gephyrophobia or Gephydrophobia or Gephysrophobia- Fear of crossing bridges.

Germanophobia- Fear of Germany or German culture.

Gerascophobia- Fear of growing old.

Gerontophobia- Fear of old people or of growing old.

Geumaphobia or Geumophobia- Fear of taste.

Glossophobia- Fear of speaking in public or of trying to speak.

Gnosiophobia- Fear of knowledge.

Graphophobia- Fear of writing or handwriting.

Gymnophobia- Fear of nudity.

Gynophobia or Gynophobia- Fear of women.

H

Hadeophobia- Fear of hell.
 Hagiophobia- Fear of saints or holy things.
 Hamartophobia- Fear of sinning.
 Haphephobia or Haptophobia- Fear of being touched.
 Harpaxophobia- Fear of being robbed.
 Hedonophobia- Fear of feeling pleasure.
 Heliophobia- Fear of the sun.
 Hellenologophobia- Fear of Greek terms or complex scientific terminology.
 Helminthophobia- Fear of being infested with worms.
 Hemophobia or Hemaphobia or Hematophobia- Fear of blood.
 Heresyphobia or Hereiophobia- Fear of challenges to official doctrine or of radical deviation.
 Herpetophobia- Fear of reptiles or creepy, crawly things.
 Heterophobia- Fear of the opposite sex. (Sexophobia)
 Hexakosioihexekontahexaphobia- Fear of the number 666.
 Hierophobia- Fear of priests or sacred things.
 Hippophobia- Fear of horses.
 Hippopotomonstrosesquipedaliophobia- Fear of long words.
 Hobophobia- Fear of bums or beggars.
 Hodophobia- Fear of road travel.
 Hormephobia- Fear of shock.
 Homichlophobia- Fear of fog.
 Homilophobia- Fear of sermons.
 Hominophobia- Fear of men.
 Homophobia- Fear of sameness, monotony or of homosexuality or of becoming homosexual.
 Hoplophobia- Fear of firearms.
 Hydrargyrophobia- Fear of mercurial medicines.
 Hydrophobia- Fear of water or of rabies.
 Hydrophobophobia- Fear of rabies.
 Hyelophobia or Hyalophobia- Fear of glass.
 Hygrophobia- Fear of liquids, dampness, or moisture.
 Hylephobia- Fear of materialism or the fear of epilepsy.
 Hylophobia- Fear of forests.
 Hypengyophobia or Hypegiaphobia- Fear of responsibility.
 Hypnophobia- Fear of sleep or of being hypnotized.
 Hypsiphobia- Fear of height.
 I
 Iatrophobia- Fear of going to the doctor or of doctors.

Ichthyophobia- Fear of fish.
Ideophobia- Fear of ideas.
Illyngophobia- Fear of vertigo or feeling dizzy when looking down.
Iophobia- Fear of poison.
Insectophobia - Fear of insects.
Isolophobia- Fear of solitude, being alone.
Isopterophobia- Fear of termites, insects that eat wood.
Ithyphallophobia- Fear of seeing, thinking about or having an erect penis.

J

Japanophobia- Fear of Japanese.
Judeophobia- Fear of Jews.

K

Kainolophobia or Kainophobia- Fear of anything new, novelty.
Kakorrhaphiophobia- Fear of failure or defeat.
Katagelophobia- Fear of ridicule.
Kathisophobia- Fear of sitting down.
Kenophobia- Fear of voids or empty spaces.
Keraunophobia or Ceraunophobia- Fear of thunder and lightning.(Astraphobia, Astrapophobia)
Kinetophobia or Kinesophobia- Fear of movement or motion.
Kleptophobia- Fear of stealing.
Koinoniphobia- Fear of rooms.
Kolpophobia- Fear of genitals, particularly female.
Kopophobia- Fear of fatigue.
Koniophobia- Fear of dust. (Amathophobia)
Kosmikophobia- Fear of cosmic phenomenon.
Kymophobia- Fear of waves. (Cymophobia)
Kynophobia- Fear of rabies.
Kyphophobia- Fear of stooping.

L

Lachanophobia- Fear of vegetables.
Laliophobia or Lalophobia- Fear of speaking.
Leprophobia or Lepraphobia- Fear of leprosy.
Leukophobia- Fear of the color white.
Levophobia- Fear of things to the left side of the body.
Ligyrophobia- Fear of loud noises.
Lilapsophobia- Fear of tornadoes and hurricanes.
Limnophobia- Fear of lakes.
Linonophobia- Fear of string.

Liticaphobia- Fear of lawsuits.
Lockiophobia- Fear of childbirth.
Logizomechanophobia- Fear of computers.
Logophobia- Fear of words.
Luiphobia- Fear of lues, syphilis.
Lutraphobia- Fear of otters.
Lygophobia- Fear of darkness.
Lyssophobia- Fear of rabies or of becoming mad.

M

Macrophobia- Fear of long waits.
Mageirocophobia- Fear of cooking.
Maieusiophobia- Fear of childbirth.
Malaxophobia- Fear of love play. (Sarmassophobia)
Maniaphobia- Fear of insanity.
Mastigophobia- Fear of punishment.
Mechanophobia- Fear of machines.
Medomalacuphobia- Fear of losing an erection.
Medorthophobia- Fear of an erect penis.
Megalophobia- Fear of large things.
Melissophobia- Fear of bees.
Melanophobia- Fear of the color black.
Melophobia- Fear or hatred of music.
Meningitophobia- Fear of brain disease.
Menophobia- Fear of menstruation.
Merinthophobia- Fear of being bound or tied up.
Metallophobia- Fear of metal.
Metathesiophobia- Fear of changes.
Meteorophobia- Fear of meteors.
Methyphobia- Fear of alcohol.
Metrophobia- Fear or hatred of poetry.
Microbiophobia- Fear of microbes. (Bacillophobia)
Microphobia- Fear of small things.
Misophobia or Mysophobia- Fear of being contaminated with dirt or germs.
Mnemophobia- Fear of memories.
Molysmophobia or Molysomophobia- Fear of dirt or contamination.
Monophobia- Fear of solitude or being alone.
Monopathophobia- Fear of definite disease.
Motorphobia- Fear of automobiles.
Mottephobia- Fear of moths.

Musophobia or Muriphobia- Fear of mice.
Mycophobia- Fear or aversion to mushrooms.
Mycrophobia- Fear of small things.
Myctophobia- Fear of darkness.
Myrmecophobia- Fear of ants.
Mythophobia- Fear of myths or stories or false statements.
Myxophobia- Fear of slime. (Blennophobia)

N

Nebulaphobia- Fear of fog. (Homichlophobia)
Necrophobia- Fear of death or dead things.
Nelophobia- Fear of glass.
Neopharmaphobia- Fear of new drugs.
Neophobia- Fear of anything new.
Nephophobia- Fear of clouds.
Noctiphobia- Fear of the night.
Nomatophobia- Fear of names.
Nosocomophobia- Fear of hospitals.
Nosophobia or Nosemaphobia- Fear of becoming ill.
Nostophobia- Fear of returning home.
Novercaphobia- Fear of your step-mother.
Nucleomitophobia- Fear of nuclear weapons.
Nudophobia- Fear of nudity.
Numerophobia- Fear of numbers.
Nyctohylophobia- Fear of dark wooded areas or of forests at night
Nyctophobia- Fear of the dark or of night.

O

Obesophobia- Fear of gaining weight.(Pocrescophobia)
Ochlophobia- Fear of crowds or mobs.
Ochophobia- Fear of vehicles.
Octophobia - Fear of the figure 8.
Odontophobia- Fear of teeth or dental surgery.
Odynophobia or Odynophobia- Fear of pain. (Algophobia)
Oenophobia- Fear of wines.
Oikophobia- Fear of home surroundings, house.(Domatophobia,
Eicophobia)
Olfactophobia- Fear of smells.
Ombrophobia- Fear of rain or of being rained on.
Ommetaphobia or Ommatophobia- Fear of eyes.
Omphalophobia- Fear of belly buttons.
Oneirophobia- Fear of dreams.

Oneirogmophobia- Fear of wet dreams.
 Onomatophobia- Fear of hearing a certain word or of names.
 Ophidiophobia- Fear of snakes. (Snakephobia)
 Ophthalmophobia- Fear of being stared at.
 Opiophobia- Fear medical doctors experience of prescribing needed pain medications for patients.
 Optophobia- Fear of opening one's eyes.
 Ornithophobia- Fear of birds.
 Orthophobia- Fear of property.
 Osmophobia or Osphresiophobia- Fear of smells or odors.
 Ostracophobia- Fear of shellfish.
 Ouranophobia or Uranophobia- Fear of heaven.
 P
 Pagophobia- Fear of ice or frost.
 Panthophobia- Fear of suffering and disease.
 Panophobia or Pantophobia- Fear of everything.
 Papaphobia- Fear of the Pope.
 Papyrophobia- Fear of paper.
 Paralipophobia- Fear of neglecting duty or responsibility.
 Paraphobia- Fear of sexual perversion.
 Parasitophobia- Fear of parasites.
 Paraskavedekatriaphobia- Fear of Friday the 13th.
 Parthenophobia- Fear of virgins or young girls.
 Pathophobia- Fear of disease.
 Patroiophobia- Fear of heredity.
 Parturiphobia- Fear of childbirth.
 Peccatophobia- Fear of sinning or imaginary crimes.
 Pediculophobia- Fear of lice.
 Pediophobia- Fear of dolls.
 Pedophobia- Fear of children.
 Peladophobia- Fear of bald people.
 Pellagrophobia- Fear of pellagra.
 Peniaphobia- Fear of poverty.
 Pentheraphobia- Fear of mother-in-law. (Novercaphobia)
 Phagophobia- Fear of swallowing or of eating or of being eaten.
 Phalacrophobia- Fear of becoming bald.
 Phallophobia- Fear of a penis, esp erect.
 Pharmacophobia- Fear of taking medicine.
 Phasmophobia- Fear of ghosts.
 Phengophobia- Fear of daylight or sunshine.

Philemaphobia or Philematophobia- Fear of kissing.
 Philophobia- Fear of falling in love or being in love.
 Philosophobia- Fear of philosophy.
 Phobophobia- Fear of phobias.
 Photoaugliaphobia- Fear of glaring lights.
 Photophobia- Fear of light.
 Phonophobia- Fear of noises or voices or one's own voice; of telephones.
 Phronemophobia- Fear of thinking.
 Phthiriophobia- Fear of lice. (Pediculophobia)
 Phthisiophobia- Fear of tuberculosis.
 Placophobia- Fear of tombstones.
 Plutophobia- Fear of wealth.
 Pluviophobia- Fear of rain or of being rained on.
 Pneumatiphobia- Fear of spirits.
 Pnigophobia or Pnigerophobia- Fear of choking or being smothered.
 Pocrescophobia- Fear of gaining weight. (Obesophobia)
 Pogonophobia- Fear of beards.
 Poliosophobia- Fear of contracting poliomyelitis.
 Politicophobia- Fear or abnormal dislike of politicians.
 Polyphobia- Fear of many things.
 Poinophobia- Fear of punishment.
 Ponophobia- Fear of overworking or of pain.
 Porphyrophobia- Fear of the color purple.
 Potamophobia- Fear of rivers or running water.
 Potophobia- Fear of alcohol.
 Pharmacophobia- Fear of drugs.
 Proctophobia- Fear of rectums.
 Prosophobia- Fear of progress.
 Psellismophobia- Fear of stuttering.
 Psychophobia- Fear of mind.
 Psychrophobia- Fear of cold.
 Pteromerhanophobia- Fear of flying.
 Pteronophobia- Fear of being tickled by feathers.
 Pupaphobia - Fear of puppets.
 Pyrexiohobia- Fear of Fever.
 Pyrophobia- Fear of fire.
 R
 Radiophobia- Fear of radiation, x-rays.
 Ranidaphobia- Fear of frogs.

Rectophobia- Fear of rectum or rectal diseases.

Rhabdophobia- Fear of being severely punished or beaten by a rod, or of being severely criticized. Also fear of magic.(wand)

Rhypophobia- Fear of defecation.

Rhytiphobia- Fear of getting wrinkles.

Rupophobia- Fear of dirt.

Russophobia- Fear of Russians.

S

Samhainophobia: Fear of Halloween.

Sarmassophobia- Fear of love play. (Malaxophobia)

Satanophobia- Fear of Satan.

Scabiophobia- Fear of scabies.

Scatophobia- Fear of fecal matter.

Scelerophobia- Fear of bad men, burglars.

Sciophobia Sciaphobia- Fear of shadows.

Scoleciphobia- Fear of worms.

Scolionophobia- Fear of school.

Scopophobia or Scoptophobia- Fear of being seen or stared at.

Scotomaphobia- Fear of blindness in visual field.

Scotophobia- Fear of darkness. (Achluophobia)

Scriptophobia- Fear of writing in public.

Selachophobia- Fear of sharks.

Selaphobia- Fear of light flashes.

Selenophobia- Fear of the moon.

Seplophobia- Fear of decaying matter.

Sesquipedalophobia- Fear of long words.

Sexophobia- Fear of the opposite sex. (Heterophobia)

Siderodromophobia- Fear of trains, railroads or train travel.

Siderophobia- Fear of stars.

Sinistrophobia- Fear of things to the left or left-handed.

Sinophobia- Fear of Chinese, Chinese culture.

Sitophobia or Sitiophobia- Fear of food or eating. (Cibophobia)

Snakephobia- Fear of snakes. (Ophidiophobia)

Soceraphobia- Fear of parents-in-law.

Social Phobia- Fear of being evaluated negatively in social situations.

Sociophobia- Fear of society or people in general.

Somniphobia- Fear of sleep.

Sophophobia- Fear of learning.

Soteriophobia - Fear of dependence on others.

Spacephobia- Fear of outer space.

Spectrophobia- Fear of specters or ghosts.
 Spermatophobia or Spermophobia- Fear of germs.
 Spheksophobia- Fear of wasps.
 Stasibasiphobia or Stasiphobia- Fear of standing or walking.
 (Ambulophobia)
 Staurophobia- Fear of crosses or the crucifix.
 Stenophobia- Fear of narrow things or places.
 Stygiophobia or Stigiophobia- Fear of hell.
 Suriphobia- Fear of mice.
 Symbolophobia- Fear of symbolism.
 Symmetrophobia- Fear of symmetry.
 Syngenesophobia- Fear of relatives.
 Syphilophobia- Fear of syphilis.
 T
 Tachophobia- Fear of speed.
 Taeniophobia or Teniophobia- Fear of tapeworms.
 Taphophobia- Fear of being buried alive or of cemeteries.
 Tapinophobia- Fear of being contagious.
 Taurophobia- Fear of bulls.
 Technophobia- Fear of technology.
 Teleophobia- 1) Fear of definite plans. 2) Religious ceremony.
 Telephonophobia- Fear of telephones.
 Teratophobia- Fear of bearing a deformed child or fear of monsters or deformed people.
 Testophobia- Fear of taking tests.
 Tetanophobia- Fear of lockjaw, tetanus.
 Teutophobia- Fear of German or German things.
 Textophobia- Fear of certain fabrics.
 Thaasophobia- Fear of sitting.
 Thalassophobia- Fear of the sea.
 Thanatophobia or Thantophobia- Fear of death or dying.
 Theatrophobia- Fear of theatres.
 Theologicophobia- Fear of theology.
 Theophobia- Fear of gods or religion.
 Thermophobia- Fear of heat.
 Tocophobia- Fear of pregnancy or childbirth.
 Tomophobia- Fear of surgical operations.
 Tonitrophobia- Fear of thunder.
 Topophobia- Fear of certain places or situations, such as stage fright.

Toxiphobia or Toxophobia or Toxicophobia- Fear of poison or of being accidentally poisoned.

Traumatophobia- Fear of injury.

Tremophobia- Fear of trembling.

Trichinophobia- Fear of trichinosis.

Trichopathophobia or Trichophobia- Fear of hair. (Chaetophobia, Hypertrichophobia)

Triskaidekaphobia- Fear of the number 13.

Trophophobia- Fear of moving or making changes.

Trypanophobia- Fear of injections.

Tuberculophobia- Fear of tuberculosis.

Tyrannophobia- Fear of tyrants.

U

Uranophobia or Ouranophobia- Fear of heaven.

Urophobia- Fear of urine or urinating.

V

Vaccinophobia- Fear of vaccination.

Venustraphobia- Fear of beautiful women.

Verbophobia- Fear of words.

Verminophobia- Fear of germs.

Vestiphobia- Fear of clothing.

Virginitiphobia- Fear of rape.

Vitricophobia- Fear of step-father.

W

Walloonophobia- Fear of the Walloons.

Wiccaphobia: Fear of witches and witchcraft.

X

Xanthophobia- Fear of the color yellow or the word yellow.

Xenoglossophobia- Fear of foreign languages.

Xenophobia- Fear of strangers or foreigners.

Xerophobia- Fear of dryness.

Xylophobia- 1) Fear of wooden objects. 2) Forests.

Xyrophobia- Fear of razors.

Z

Zelophobia- Fear of jealousy.

Zeusophobia- Fear of God or gods.

Zemmiphobia- Fear of the great mole rat.

Zoophobia- Fear of animals.

Учебное издание

КАЗИМИРСКИЙ Геннадий Леонидович
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АНГЛИЙСКИЙ ЯЗЫК

Практическое пособие
Для студентов специальности
1-23 01 04 «Психология»,

Подписано в печать _____ Формат 60х84 1/16.
Бумага писчая №1. Гарнитура «Таймс». Усл. печ. л. _____.
Уч.- изд. л. _____. Тираж _____ экз.

Отпечатано в учреждении образования
«Гомельский государственный университет
имени Франциска Скорины»
246019, г. Гомель, ул. Советская, 104